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The history and development of the Kansas public community junior college system is traced from 1917 to 1967. Topics discussed include accreditation, course standards, institutional philosophies, enrollments, organization, finance, curriculum, and legislation. The appendixes provide a 20-year statistical summary of junior colleges, both public and private in terms of enrollment, finance, and faculty, and a list of vocational-technical programs offered since 1946. These materials are compiled in an effort to characterize the developmental background of the states present-day community junior colleges, and to present these institutions and the system which they comprise. (MC)

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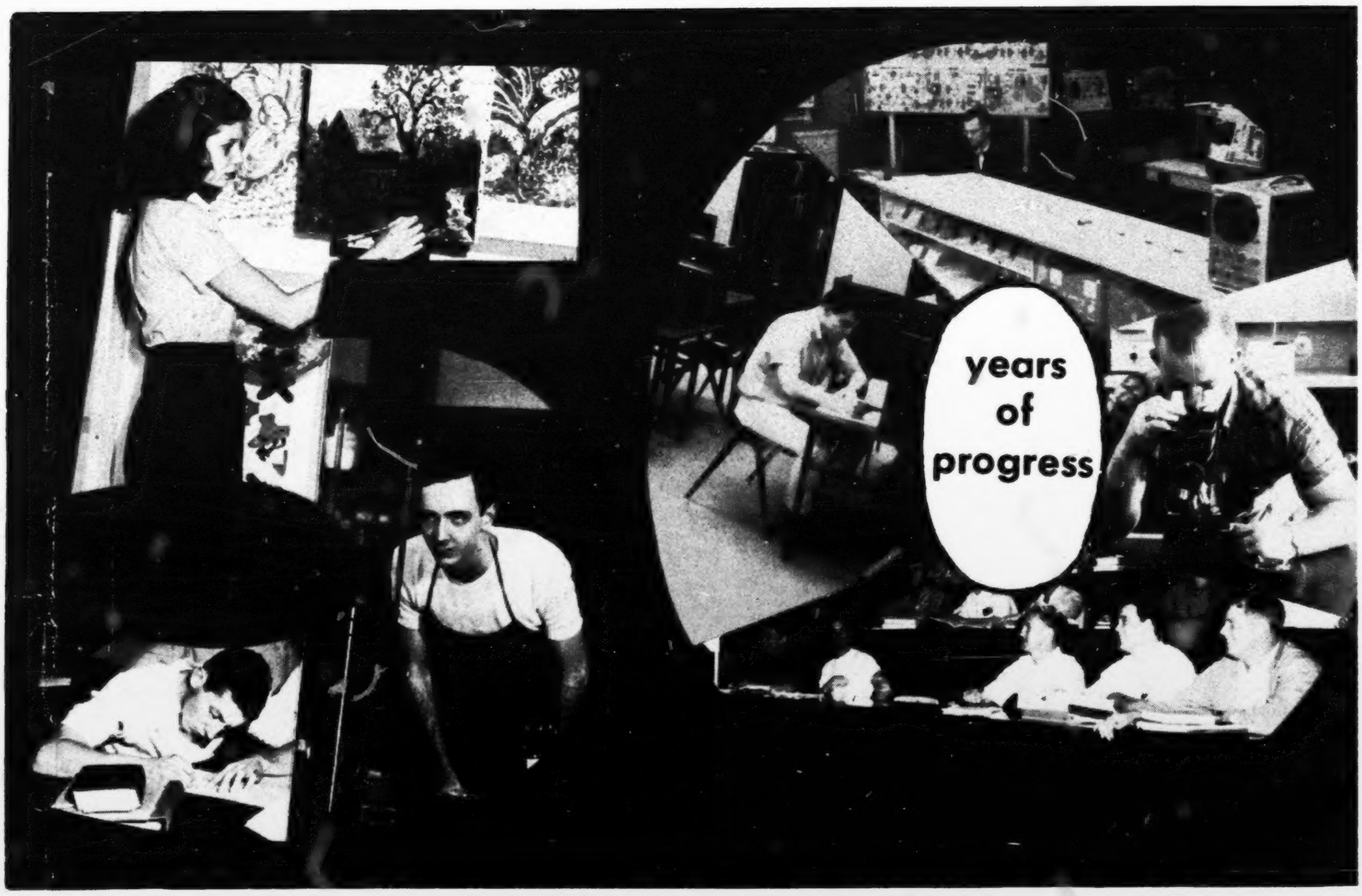
years
of
progress

by Jack M. Flint, F. Floyd Herr, & Carl L. Heinrich

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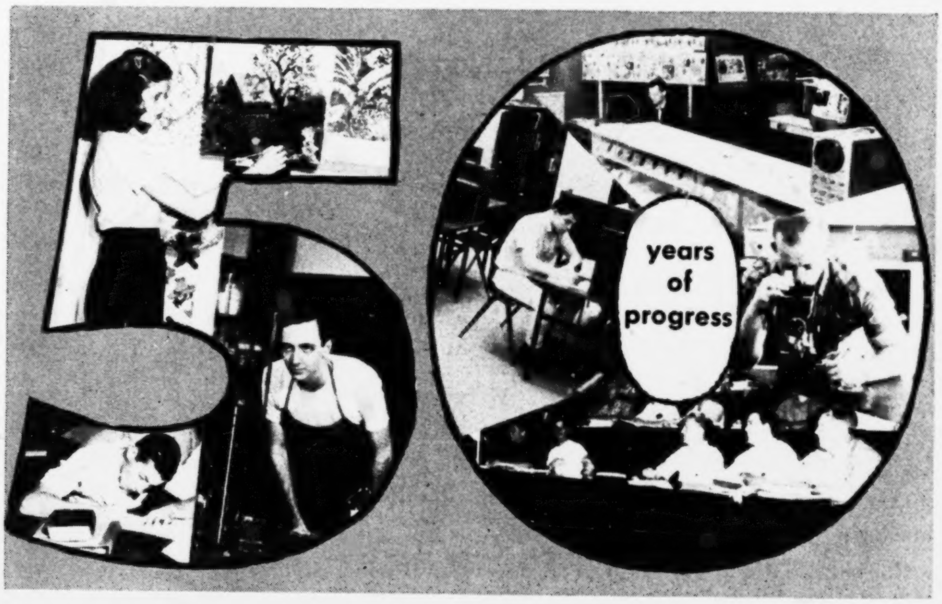
the Kansas JUnior COllege

by Jack M. Flint, F. Floyd Herr, and Carl L. Heinrich



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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Foreword

"Modern education has taken a liking to the junior college. It has become popular because of its local service and its adaptability to various programs. For these reasons and others, its growth has been quite steady. What its ultimate destiny may be is difficult to forecast." These comments were made in 1947 by then State Superintendent of Public Instruction, L. W. Brooks.

In 1954 State Superintendent Adel F. Throckmorton stated, "Junior Colleges in Kansas have established themselves as an essential part of the school system in the State. These institutions have a unique function in their local communities. Kansas junior colleges are meeting the demands placed upon them by providing many services of a local character for adults as well as for students enrolled in formal day classes."

It is, therefore, well documented that the unique function and philosophy of the junior colleges has been prevalent in Kansas for many years. Although the community junior college philosophy has been stated by many outstanding educators for the past 50 years, a complete understanding of its role and function has not been fully realized.

The late W. C. Kampschroeder on June 4, 1967, then State Superintendent of Public Instruction, provided the authors a letter with the following position statement which is contained in this document:

"The full potential of the Kansas Public Community Junior College has not been fully understood or comprehended. It is evident from this theoretical premise that the community junior college can and must, in the years ahead, provide greater assistance to our ever-growing higher education dilemma in Kansas."

The purpose of this publication is to provide written, statistical, graphical and pictorial evidence of the sound and steady growth of the public junior college in Kansas. For those interested in research, the appendixes provide a 20-year statistical summary of junior colleges, both public and private in terms of enrollment, finance, faculty and a listing of vocational-technical programs offered in junior colleges since 1946.

The writers wish to acknowledge indebtedness and express sincere appreciation to the many individuals who have contributed valuable informational materials, both written and oral, from which data was secured to compile and complete this document. Special appreciation is also expressed to Alton Davies for his assistance in editing, to Robert Boring for his contributions, to Paul Pickerill for the cover design and to Arlin R. Morgan for the final editing and layout of this book.

The writers also wish in behalf of the Kansas Public Community Junior College Association, and especially Jack M. Flint for providing the original draft, and to the Kansas State Department of Public Instruction for their interest in the publishing and dissemination of this document.

—F. F. H. and C. L. H.

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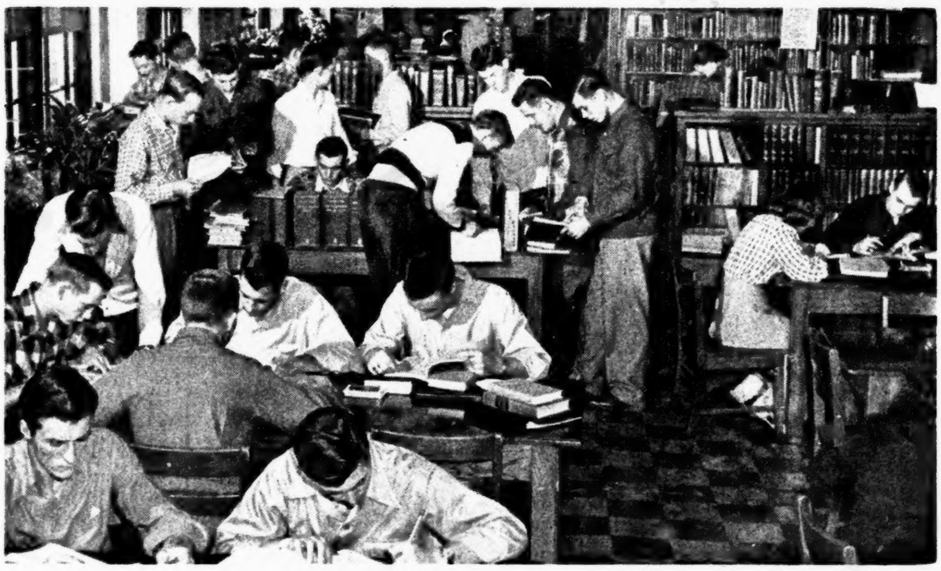

50 years of progress

Introduction

America's fastest growing segment of public education, the community junior college, is often referred to as being the hope of higher education for great numbers of young people who aspire to post-high-school educational opportunities. If this be true, it is apparent that the community junior college is filling a distinctive role in modern day higher educational endeavors. The present total of approximately one and one-third million students is more than double similar enrollment figures in 1950 and represents about one in every three students in our nation's colleges. Many predict this percentage will rise to an even more astounding figure in the early seventies.

Today, junior colleges make up a strong and important link in the educational chain. Their diversity of curricular offerings in the vocational, technical, occupational fields, for all ages of people, along with the first two years of a baccalaureate program, make them uniquely fitted to supplement the endeavors of the university and four-year colleges. Combined, they may provide "opportunity for all" in the American tradition.

Today's population explosion and technological revolution are rapidly changing the occupational outlook in our economy. Business, industry, and all facets of our economy are demanding that those they employ have some type of special training over and above that of the high school. In this respect, there are many who think that graduation from at least a two-year college will soon be as essential as a high-school diploma has come to be in recent years.

It is estimated that by 1970, sixty percent or more of the jobs in the United States will require some post-high-school training. In comparison only ten percent required this in 1930, and a grade-school education was sufficient for approximately sixty percent. If one can make a valid prediction from available data, it would certainly appear that a very small percentage of those with only an eighth-grade education will be employable in the near future and that a similar decrease may be expected within the ranks of those with only a high-school education.

The increased occupational demands of our economy, coupled with both a larger population and an increase in the proportion of persons continuing education beyond the high school, presents a staggering prospect for the number of students in higher education within the next decade.

Table I

A study of comparative Grade Point Averages of Kansas Public Junior College graduate transfers and other students in the five State Schools for 1960-61:

DESCRIPTION OF STUDENTS	KSTC Emporia No. of students	GPA	KSC Hays No. of students	GPA	U of K Lawrence No. of students	GPA	KSU Manhattan No. of students	GPA	KSC Pittsburg No. of students	GPA
All juniors	581	2.47	538	1.55	1,790	1.46	1,496	2.332	634	2.478
Juniors who did not transfer from junior college	460	2.48	462	1.79	1,626	1.50	1,054	2.370	337	2.467
Junior college transfer juniors who were junior college graduates*	94	2.45	51	1.40	100	.97			148	2.654
All seniors	755	2.63	560	1.75	2,220	1.73	1,849	2.424	715	2.545
Seniors who did not transfer from junior college	698	2.77	480	1.75	2,094	1.21	1,210	2.430	412	2.510
Junior college transfer seniors who were junior college graduates*	41	2.57	42	1.80	76	1.52	182	2.433	139	2.683
Grade point system	*A* = 4		*A* = 3		*A* = 3		*A* = 4		*A* = 4	

* A student entering from junior college with 60 or more hours of credit was assumed to be a Junior College graduate.

Most professional fields presently require a full four years or more of college. There is, however, a growing need for a middle level labor force in semi-professional, technical, vocational, and similar endeavors. The two-year college can be the major training institution for these occupations as well as providing a transfer program to assist the four-year institutions with their enrollment dilemma. Such programs can usually be conducted for a fraction of the cost incurred at most four-year institutions. This will, in essence, represent a saving to both the student and the taxpayer.

As an illustration of this latter premise, the impact of California's expanding junior college system can be seen at the University of California. By diverting students to the junior colleges, the university plans even further reductions in its freshman and sophomore ranks while at the same time planning an increase in upper level and graduate offerings. The significant feature of such efforts is that universal recognition is being focused upon the two-year college as a necessary segment of the higher educational endeavors of these states, a segment which is not in competition with, but which supplements the efforts of state colleges and universities. The recent widespread advancement of the two-year college movement is indicative of the lessening of many of the prejudices which have persisted from the days of its inception. These prejudices will persist, in varying degrees for some time to come.

Evidence that junior colleges are adequately preparing students for advanced study is shown in Table I.

In view of the ever increasing attention being focused upon the nation's two-year colleges, there appears to be sound logic in recording some important facts which depict a half-century of effort in the State of Kansas which was one of the pioneers in the junior college movement. No attempt has been made to cover every detail, a procedure which would be unrealistic for the purpose of this document. This publication is a compilation of materials in an effort to characterize the developmental background of the state's present day community junior colleges, and present these institutions and the system which they comprise on the 50th anniversary of the initiation of the junior college movement in Kansas.

—*JMF*

Qualitative analysis, Chanute (now Neosho County) Junior College, 1949.

Electronics laboratory, Hutchinson Community Junior College, 1967.

50 years of progress

Historical Background—The Junior College

The National Scene

There is ample evidence that the first impetus toward the establishment of the two-year college actually had its roots in the questioning minds of early university educators who felt that the first two years of university work were secondary in character, and differed in purpose, content, organization, and method from the goals and purpose of the American university. According to Eells,[1] there appeared to be some expressed opinions that the role of the university was that of scholarly specialization, professional preparation, and pure research. Also, it was thought that the sophomore year of work might properly end the general or cultural education and that the third, or junior year, should mark the beginning of the university work.

Among those early educators advocating such change, history indicates that the first official projection of this idea was made by Henry P. Tappan in his inaugural address as the president of the University of Michigan, in 1852. He pointed out the advisability of the transfer of the work of the secondary departments of the university to the high schools.[2] Others making similar proposals were W. W. Folwell in his inaugural address as president of the University of Minnesota, in 1869, and President James of the University of Illinois, in the eighties.[3]

The present day junior college came into being as a result of the efforts of William Rainey Harper, President of the University of Chicago.[4] His influence was dominant in the early efforts of the movement, and he is often referred to as "the father of the junior college." With the opening of the reorganized University of Chicago, in 1892, he differentiated between the first two years and the second two years of college work by coining the terms "academic college" and "university college." It appears that these terms proved to be difficult in application, and, in 1896, they were changed to "junior college" and "senior college." Apparently this was the first recorded use of the term "junior college."

Although the terms "lower division" and "upper division" have proved to be more acceptable terminology by our nation's four-year institutions than that of "junior college" and "senior college," the junior college concept has largely been accepted and maintained for those two-year institutions which were separate in nature from the university itself. The real significance of the entire matter lay in the fact that the philosophy inherent within such a movement had, at least to a degree, been established. There is no doubt that such philosophy envisioned the developing junior college as being basically singular in nature and function in that it was to provide the first two years of the traditional baccalaureate program.

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[1] Eells, Walter C., *The Junior College,* Riverside Press, Cambridge, Massachusetts, 1931, pp. 45-46.

[2] *Loc. cit.*

[3] *Loc. cit.*

[4] Eells, *op. cit.*, p. 47.

Junior colleges were created by the extension of the traditional four-year high-school program to include the additional grades thirteen and fourteen or the elimination of the junior and senior years of work of a four-year institution. As will be seen later, all of the junior colleges in Kansas except one developed by the former method. The lone exception came into being through transition of a failing four-year private institution which converted to a two-year program prior to transition to public high-school extension.

While there is some evidence that the private two-year colleges preceded the development of the public institution, the first public junior college which was established and endured was that of Joliet (Illinois) Junior College in 1902. However, it is probable that the first genuine example of this type of institution was Lewis Institute of Chicago which was established some six years earlier. Both of these institutions were established through the direct influence of President Harper as a part of his continued efforts to encourage the development of the concept that the high schools should provide the general educational requirements of a college education. Other such institutions, while few in number, were soon established within this same philosophical framework. Most were of a private nature in the early years, and it appears that the public junior college did not become popular until after 1915.

Many states have passed legislation and performed other feats which have provided encouragement to the development of the junior college movement in our nation. The first legislation primarily for junior college development, although not known by that title, was passed by the California Legislature in 1907. According to Eells, the law was worded as follows:

> The board of trustees of any city, district, union, joint union or county high school may prescribe post-graduate courses of study for the graduates of such high school, or other high schools, which courses of study shall approximate the studies prescribed in the first two years of university courses. The board of trustees of any city, district, union, joint union, or county high school wherein the post-graduate courses of study are taught may charge tuition for pupils living without the boundaries of the district wherein such courses are taught.[5]

---

[5] Eells, *op. cit.*, p. 89.

Although modified and improved in later years, this first piece of legislation relative to junior colleges is significant in that it set a pattern for action by every state in the nation by accepting the principle of providing post-high-school educational opportunities for youth who, for various reasons, chose not to go on to the university. The State of California, much as it does today, led the way in this early period as it established sixteen junior colleges during the period 1910-1915.

The Kansas Scene

Available data indicates that the pattern of establishment and early growth of the junior college in Kansas was quite similar to that experienced in other areas. The singular purpose or function of the junior college and its early organization depicted the early philosophy of such stalwart supporters as President Harper, Leonard Koos, and others. Kansas, like the State of Iowa, established most of its junior colleges by the high-school extension method. Missouri also established some institutions by this process although several institutions were the result of modifying four-year schools.

In 1917, the first Kansas enabling act for junior colleges was enacted.[6] This law, with only slight modification, remained in the statutes of our states until its repeal in 1965. With this law, the State of Kansas joined with the State of Michigan, who passed similar legislation the same year, in becoming the next states to exhibit the foresight of providing for this segment of public education.

This act was permissive in nature. It authorized boards of eduvation of first- and second-class cities or community high schools to extend, by a vote of the people at a general or special election, the high-school course of study to include grades thirteen and fourteen. Although the words "junior college" were never a part of the law, the terminology of "high-school extension" soon lost its support except in matters of legal reference, and the title of junior college was commonly applied in educational reference.

The 1917 law further provided that the boards of education could levy a tax of not exceeding two mills on the assessed valuation of the district to maintain the extension courses, either wholly or in part. A 1933 law provided for first- and second-class cities to levy up to one and one-half mills for high-school extension. This was changed in 1957 to allow a five mill levy in second-class cities and to limit first-class cities to a one and one-half mill levy. Also in 1957 the board of education of any city or rural high-school district maintaining high-school extension could call for an election for purposes of making a county-wide levy of one and one-half mills to aid in operation and maintenance of high-school extension. Since there was nothing mandatory in the law requiring a board of education to utilize this levy, three districts chose not to make the levies and the expenditures for junior college operating costs were borne out of the local general fund of the district.

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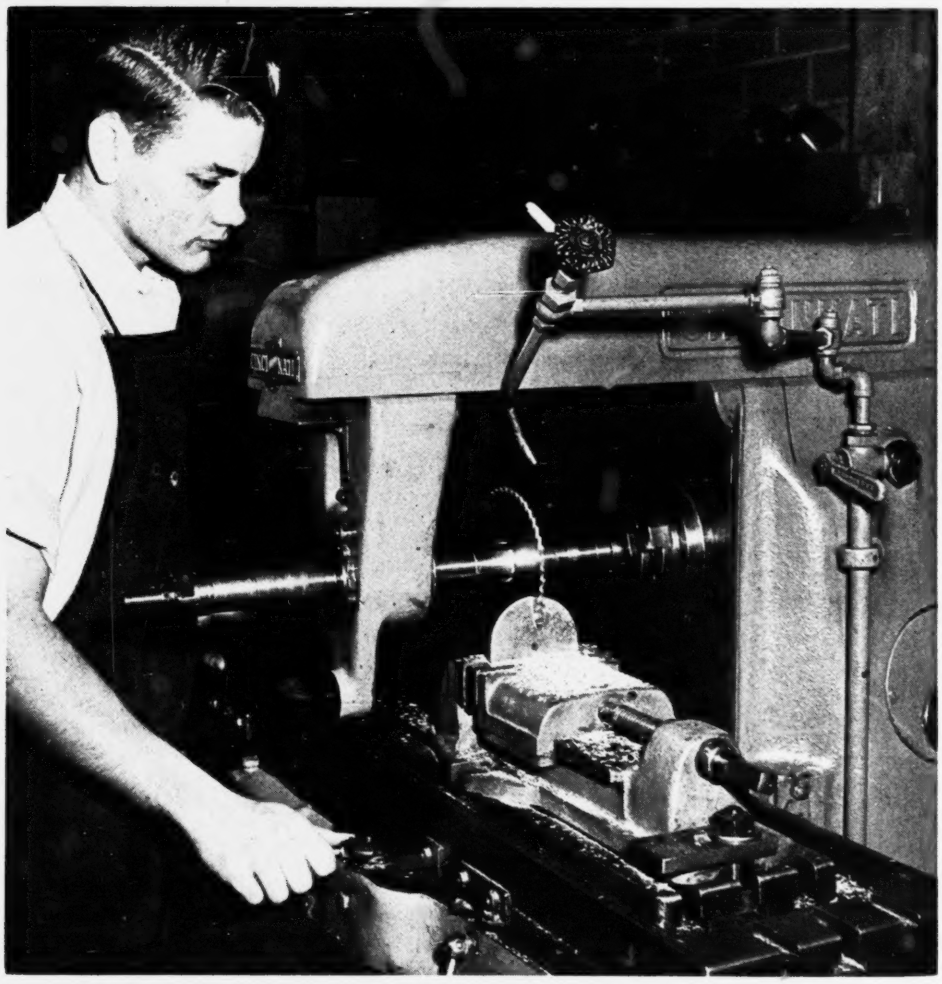
[6] State Printer, General Statutes of Kansas, Topeka, 1949, pp. 2269-2270, Ref. L. 1917, Ch. 283, R. S. 1923, Number 72-3301.

The 1917 law also provided that the State Board of Education should prescribe the course of study for the high-school extension programs. The course of study in the first and second year was approximately equivalent to the course of study in the first two years of accredited colleges. Graduates were entitled to all privileges granted to persons who completed a two-year course in an accredited college. Provisions were also provided for inspection and supervision of private two-year colleges by the State Board of Education.

There is very little data which would tend to point out the definite factors which influenced the Kansas Legislature to pass



Milling machine operation, Coffeyville Junior College, 1940's.

this legislation, but according to Eells,[7] much of the effort came from the people of Holton, where Campbell College had ceased to function as a denominational college and had been succeeded by a private college for two years. Dr. William A. Black, a strong advocate of the junior college movement who first became actively involved with this movement as an instructor in the Fort Scott Junior College in 1934, expressed the following views in his letter dated May 2, 1967:

> I started inquiring about the early history of the junior college movement in Fort Scott. There are still living members of the legislature who had taken an interest in promoting the 1917 legislation.
>
> A private Normal School was started in Fort Scott as well as in many other places throughout the state . . . These institutions received a small amount of state assistance but they received most of their help from small tuition charges and from private donations made in the local community. Except for modest salaries for the staff, all of the money at Fort Scott was plowed back into the program, building and facilities.
>
> Around the turn of the century, the Normal School burned and some effort was put into trying to get legislation providing for a state school at Fort Scott . . . Since the Normal School was largely engaged in both the training of teachers for the elementary school and for providing courses for other jobs of a clerical and bookkeeping nature, it was only natural that the business leaders and others felt a tremendous loss to the community. Also, the people said they enjoyed better leadership from the faculty and students in many local endeavors and that it offered a chance for higher education locally and at less cost to the individual.

It is obvious from other portions of his letter that many arguments presented in 1917 in behalf of higher education at the local level, bear marked similarities to many of those presented today. He closed with this additional remark:

> As late as 1941, some of the books in the junior college library still bore the stamp of the Fort Scott Normal. It was indeed the forerunner of the junior college in Fort Scott.

Subsequent impetus for the establishment of high-school extension courses under the provisions of this legislation came from various communities which envisioned a similar expanding opportunity for business and public endeavors and the opportunity for their post-high-school youth to avail themselves of college education within a means which they could afford.

It is obvious that in 1917 the lawmakers, by their omission of any state support and their provisions for a special levy, expected junior colleges to be financed by local support. Also, since this legislation specified that the provisions would be applicable to first- and second-class cities or county high-school districts, it is apparent that they intended to insure some degree of financial stability at the local level by limiting these increased opportunities to the more heavily populated areas or to school districts with rather large valuations.

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[7] Eells, *op. cit.*, p. 135.

While these provisions have some commendable features, it is clear from the junior college law provisions that the principle of state financial responsibility and that a desire for an equality of post educational opportunity were not prime considerations.

Although there are some differences of opinion regarding the actual year in which the first two-year college opened in Kansas, with Hughes stating that Fort Scott opened in 1918[8] and Eells stating that Holton opened in 1917 with Marysville following in 1918.[9] The minutes of the State Board of Education show that Holton was approved April 29, 1918, Fort Scott on June 8, 1921, Garden City on January 30, 1920 and Marysville on April 19, 1919. Harper was approved August 4, 1921 but did not operate.

Wellemeyer and Walker, in quoting from a statement of Mr. Shideler, high-school principal and dean of the junior college at Fort Scott, attributes the following statements to him:

> The movement was not popular at first, and Marysville and Holton soon discontinued their schools because of small attendance and high expense per student. Fort Scott and Garden City came near dropping theirs. Many higher institutions of learning were unfriendly to the movement and accredition was slow.
>
> Fort Scott had only five students enrolled the second year of its existence, none of whom attended the first year. With much work, locally, and with the general movement growing more in favor all over the country, the school gradually grew.[10]

They commented further relative to the Garden City situation:

> The Garden City Junior College experienced a very slow growth during the earlier years. Three years after its establishment the Garden City Junior College had not over thirty students . . .[11]

As was clearly evident, the early junior colleges experienced many obstacles in their initial stage and Professor Vinsonhaler, then Superintendent of Garden City Schools, characterized the new junior college as an "unwelcome offspring" presented to the State Board of Education, and remarked:

> I made several trips to Topeka in the interest of the junior college, but these trips were not productive of much good. It was simply left in its swaddling clothes. I agitated, however, till a clearing house was finally arranged for the junior college through the State University, as an accrediting institution acting for the State Board. A visiting and accrediting committee composed of Dean E. F. Engel of the German Department as chairman and Dean U. G. Mitchell of the Mathematics Department as his assistant, was set up. They did very satisfactory work and helped put the junior college on a solid basis.[13]

With respect to the efforts of this committee headed by Dr. Engel, it appears that the official name of the committee was that of The

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[8] Hughes, R. J., *The Public Junior College in Kansas,* School Review, Vol. 38, June, 1930, pp. 450-5.

[9] Eells, *op. cit.,* p. 135.

[10] Wellemeyer, J. F., and Walker, Earl, *The Public Junior College in Kansas,* Kansas Association of Public Junior Colleges, 1937, p. 3.

[11] *Ibid.*

[13] Wellemeyer, *op. cit.,* pp. 3-4.

Committee on Visitation and Affiliation of Colleges, Advanced Standing and Examination and that its findings and recommendations were made to the faculty senate for official action relating to acceptance of credit by the University of Kansas. This committee on May 2, 1922, adopted and transmitted to the faculty senate a report containing the following:

The committee recommends the following as an expression of the attitude of the University of Kansas toward the junior college movement:

1. The University of Kansas approves the idea of the junior college. It recognizes in this institution one of the significant forms of organization in education today. It recognizes further that the rising tide of popular education is unmistakenly spreading from the high school to the lower years of higher educational training, and believes further that the wider establishment of the junior college will aid in this popularization movement, just as the great number of high schools has popularized the high-school type of education.

2. Therefore, the University of Kansas recognizes further that while many, perhaps most, of its formal contacts with the junior college will arise because of University accrediting functions, at the same time the University affirms its belief that one of the major purposes of the junior college is to provide appropriate training for those who will not or should not continue their education beyond the first two years above the high school.

3. The University recognizes also the existence of two types of junior colleges. One type will satisfy the requirements of the first two years in the College of Liberal Arts and Sciences in the University of Kansas. In this type, two full years of work in each of at least six college subjects should be offered.

4. The other type will offer work which may not in every respect duplicate the freshman and sophomore work at the University. It is highly important that recognition and even encouragement be given the second type as well as the first, to the end that the work done be of a high standard.

5. Finally, the University would fail signally did it not point out the increasing unit cost of education on each succeeding higher level. It therefore urges that each community or organization make most careful, and if necessary exhaustive, examination of its ability to provide through a series of years the financial support necessary to maintain a junior college before it starts such an institution.

II

(NOTE: The following accrediting authority officially refers to recommendations to the State Board of Education which was charged with the accrediting activity and in addition to the university acting on the matter of acceptance of credit for the University of Kansas and other colleges and universities.)

The committee recommends that the following conditions and requirements be met before a junior college be accredited by the University of Kansas:

1. The University of Kansas recognizes that in content and character much of the work of Freshmen and Sophomores is closely related to secondary education. At the same time the University insists upon the recognition and adequate safeguarding of the individuality of the junior college as a separate unit of educational organization, believing that the chief factors of importance in maintaining such individuality are:

First: The creation and preservation of a group consciousness among the junior college students that will result in the presence of well defined changes of educational ideals and methods from those which prevailed among them as students in the high school.

Second: Teachers whose training fits them for instruction in college, and not merely high-school work.

Third: The recognition and provision for the study needs of students as a different problem from the needs of the corresponding high-school pupils.

2. All teachers in junior college should have had training equivalent to four years work in a standard, fully accredited college. It is highly desirable for them to have Master's Degrees, but they should have had special preparation consisting of work amounting to at least ten college credit hours in each subject which they teach.

3. It is recommended that an average of not more than fifteen credit hours per week be the teaching schedule of each instructor in a junior college, and that eighteen credit hours be the maximum for any one instructor. It is recognized that courses involving laboratory preparation or excessive paper reading require a lower maximum. The number of students in a recitation or laboratory class should not exceed thirty.

NOTE: A college credit hour is defined as the work involved in recitation, laboratory work and other study, requiring of the student three hours per week.

4. In junior colleges which do not meet the requirements of the first two years in the College of Liberal Arts and Sciences in the University of Kansas, individual courses may be accredited toward advanced standing on the work of the freshman and sophomore years of the University.

5. Students shall not be allowed to enroll for more than sixteen credit hours per week, not including hygiene lectures and gymnasium.

6. The requirements for admission into a junior college shall be graduation from a fully accredited high school. No college credit shall be given for extra work done in a four-year high-school course, but high-school students with not more than two units to complete at the beginning of the second semester of their senior year, may take work in the junior college, provided that the amount of work taken in the high school and junior college shall not exceed in total the equivalent of thirteen college credit hours.

NOTE: A high-school credit hour is counted the equivalent of one-half a college credit hour.

7. Not more than sixty hours advanced standing to be counted as freshman-sophomore work, shall be given for work completed in a junior college.[14]

From an examination of the visitation and accreditation reports for the Kansas City Junior College, it is obvious that most, if not all, of these recommendations were utilized in the accreditation procedures employed by the University of Kansas accreditation committee from the arriving at their recommendations to the State Board of Education.

The first set of standards for obtaining approval of the State Board of Education for the establishment of a high-school extension courses, as provided in the 1917 law, were published by the State Superintendent of Public Instruction on June 27, 1917. These standards were:

1. BUILDINGS. Either a separate building or suitable rooms in the high-school building shall be reserved for the exclusive or principal use of the college classes. The building or rooms thus provided shall be appropriately furnished in keeping with the purpose for which they are to be used, so as to give suitable accommodations in respect to capacity, convenience, efficiency, health and tasteful appearance.

2. EQUIPMENT. (A) *Library.* There shall be in addition to the ordinary high-school library, a library of not less than 500 volumes relating to the work

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[14] Copies and original documents found in the personal files of J. F. Wellemeyer.

of each year, a total of 1000 volumes for schools maintaining a two-year college course, selected with particular reference to the needs of college teachers and students. The library shall have a complete card catalogue and be under the supervision of a person qualified to do such work.

(B) *Laboratories.* For the scientific courses laboratories must be provided and apparatus supplied at an initial cost, for groups of ten to twenty students, of approximately $1000 for physics; $500 for agriculture, botany, chemistry, or zoology. Laboratories shall be furnished with gas, water, and electricity at whatever additional expense may be necessary.

(C) *Maps, etc.* For courses in history, language, and literature, adequate equipment of maps, pictures, and other illustrative material must be provided.

3. DEPARTMENTS OF INSTRUCTION. For a two-year course of study instruction shall be provided as follows:

(A) *English.* A course in rhetoric and composition and a course in English literature. These must follow a standard three-year high-school course in English, and may properly be expanded so as to follow a four-year high-school course.

(B) *Mathematics.* A two-year course, including college algebra, solid geometry, trigonometry, and analytical geometry, following a two-year course in high-school mathematics.

(C) *History.* A course of one or two years, including one or more of the following: Modern European history, advanced English history, Nineteenth-Century American history.

The courses in history must not be a repetition or duplication of the history courses given in the ordinary high-school classes.

(D) *Science.* One or two years in science selected from the following: Agriculture, botany, chemistry, physics, zoology.

A course of one year in each of at least two sciences should be offered.

(E) *Foreign Languages.* Instruction in two or more languages must be provided for, selected from Greek, Latin, French, German, Portuguese, and Spanish. These courses should be either for beginners or for those students who have taken preliminary language courses in the high school.

(F) *Elementary Education.* In the second college year, courses may be offered in general psychology, methods of teaching, and school management, the two latter being restricted to students who are definitely preparing to teach.

4. RECITATION PERIODS. In college classes the recitation period shall be 60 minutes, deducting therefrom the time needed for the changing of classes. Laboratory periods shall be twice as long as the recitation period.

5. SEPARATION OF CLASSES. There shall be a distinct separation between high-school and college classes. In certain subjects, however, which are essentially the same except in the rate of progress whether taught in high school or college, *e. g.* solid geometry and elementary courses in language, the combination of students of different classification is permissible to a limited extent, but if a difference of more than one year in their classification; and if any college student is enrolled in a high-school class the semester hours of college credit allowed shall not be more than one-half the number of recitation hours in any semester.

6. INSTRUCTION. (A) *Administration.* The superintendent of schools, when the junior college is a part of the public school system, shall be recognized as the chief administrative officer, and the high-school principal as the dean or director of instruction.

(B) *Preparation of teachers.* The standard preparation for teachers, including the superintendent and principal, shall be the completion of at least one year of advanced study following a college course leading to the Bachelor's degree. In addition to the above requirements all junior college teachers shall hold legal certificates for high-school teaching.

(C) *College faculty.* The college faculty shall include at least one specially qualified person with the preparation above mentioned for each of at least four of the college departments of instruction.

(D) *Amount of teaching.* No college instructor shall teach more than four classes daily.

7. SALARIES. The salary of each college teacher shall be not less than $1200 per year.

8. ADMISSION OF STUDENTS. Graduation from the four-year course prescribed for accredited high schools by the state board of education shall be required for unconditional admission to the first year of the college course.

9. CREDITS. College credits are to be given in semester hours, one semester hour being one hour of recitation per week for eighteen weeks. The amount of credit given for one full year's work shall not exceed 32 semester hours, and for two years' work it shall not exceed 64 semester hours.

10. RECOGNITION. The junior college will be subject to inspection by the representative of the state board of education, and when approved by the board in respect to buildings, equipment, instructors, and instruction, credits given to students will be recognized and may be applied on the requirements for state teachers' certificates and may be transferred to accredited colleges having four-year courses.

No junior college shall be organized with fewer than fifteen students in the first year or twenty-five in the first and second years of the college course. When the attendance in college shall fall below ten students in the first year or fifteen students in the first and second years for a period of nine weeks, such school shall cease to be accredited for college work.

The state board of education desires to make clear the necessity for distinguishing between high school instruction and junior college instruction. The increased requirements mentioned above in laboratories, libraries, and preparation of instructors are all intended to make the grade of instruction not only stronger than instruction in the high school, but different in scope and character. In other words, instruction in the junior college must be of the college rank.[15]

These standards were further studied and revised by the State Board of Education in 1923, 1927, 1935 and 1946 with a major change in 1954. The 1954 revisions were:

CRITERIA FOR ACCREDITING JUNIOR COLLEGES IN KANSAS, 1954

INTRODUCTION

This statement of criteria for accrediting junior colleges is a revision of the former State Department of Public Instruction standards. It has been prepared by a committee appointed by the Kansas Advisory Council on Teacher Education composed of representatives of Kansas Public Junior Colleges and the State

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[15] Miley, Jess W., State Superintendent of Public Instruction, *Standards for Junior Colleges*, Topeka, 1923, pp. 2-3.

Department of Public Instruction. The committee used the services of many consultants who are authorities on junior college standards including Dr. Jesse P. Bogue, Executive Secretary of the American Association of Junior Colleges.

The report reflects an extensive study of accreditation practices found in national, regional, and state accrediting agencies.

Traditionally the responsibility for education is reserved to the states. General supervisory powers in education are assigned by constitutional provision to the State Superintendent. The State Superintendent is directed by statutory provision to define official standards of excellence in all matters relating to the administration, courses of study and instruction in junior colleges and to accredit those schools in which specified standards are maintained. Approval of the standards by the State Board of Education is also required by statute.

(Note. A handbook including an evaluation schedule was developed to further define and aid in the application of these criteria.)

CRITERIA

I. Policy of the State Department of Public Instruction

The policy of the State Department of Public Instruction is to adopt criteria for accrediting junior colleges which will tend to encourage improvement of existing junior college programs and to characterize a minimum program which must be met and maintained by a junior college. Only those institutions which meet the standards and provide reasonable evidence of their ability to maintain such a program over a long period of time will be accredited. Particular attention shall be given to the effectiveness with which the institutions achieve their stated objectives.

Democratic procedures will be used in the application of the standards. Evaluation committees shall include persons familiar with the general responsibilities of a junior college. Such committees shall be organized under the State Department of Public Instruction and shall include at least one person familiar with the specific objectives of the particular institution being examined.

II. Definition of a Junior College

A junior college is a non-profit institution offering a unique service to the community. It may be publicly controlled and operated under state law. It may be privately controlled and operated under fully recognized authority. A junior college may offer instruction in college and university-parallel curricula equal to one-half of graduation requirements for a bachelor degree. Provision may be made for instruction in two-year curricula of vocational and technical education integrated with general education. Vocational, cultural, or recreational courses may be offered as credit or non-credit programs.

A junior college may be organized as a two, three, or four year institution. The upper two years, however, may provide for instruction in curricula of collegiate grade and quality. A junior college may be limited to collegiate credit curricula equal to one-half the requirements for a bachelor degree. Provision should be made for education and training to meet needs of out of school youth and adults within the community who can profit by such offerings.

III. Junior College Philosophy and Statement of Purpose

Every institution applying for accreditation shall offer a statement of philosophy which includes the school's belief concerning the following: The educational rights of the individual; those skills, knowledges, and attitudes required for effective living (knowledge of and belief in own ability, concept of moral obligation, desire to search for truth, determination to better serve mankind) in our modern world; and the role of the junior college in developing faith in the principles of freedom and democracy.

Each institution shall also state its purpose in terms of the following objectives: University-parallel; general; occupational; and adult education.

IV. Organization and Administration

1. *Board of Education*

In public schools the board of education has the same responsibility for the junior college as it has for any other unit under its control. Policies should be those necessary for effective administration. Meetings should be held at regularly stated times, an agenda of the meeting should be prepared by the chief administrative officer, and minutes of the meeting should be kept and filed so that they will give an accurate account of both action and policies. The governing body of a private junior college shall assume responsibilities comparable to those of a board of education in public schools.

2. *Administrative Personnel*

In a public junior college organized as part of the public schools, the chief administrative officer is the superintendent of schools who has the responsibility for all units of the educational program. The person responsible for the administration of the program under the superintendent is usually the dean. In the case of the private junior college, a president or dean is generally responsible for the program under policies established by a board. Additional administrative officers include assistants to the dean, registrars, men's and women's advisers, and the chief guidance officer.

The superintendent or president, the dean and the assistant dean shall hold the administrator's certificates. The should have as a part of their background effective teaching experience and some type of administrative experience.

Any other administrative assistant shall hold a secondary teaching certificate, a master's degree or its equivalent and possess special qualification for the responsibility assigned.

The chief guidance officer shall be a qualified counselor and hold a master's degree or its equivalent.

3. *General Administrative Procedures*

An administrative chart should indicate responsibility of the board of education or governing body, the administrative officers, faculty, custodial staff, and students.

Administrative procedures should be clear cut and routinized for effective administrative practice, and yet allow flexibility.

The organization and administration of the institution should be effective regardless of size. Administrative activities should be so organized in any size institution that the areas of operation will be covered by the chief administrative officer or by assistants designated by him.

4. *Faculty*

The employment of a competent faculty is one of the more important responsibilities of the Board of Education or Board of Trustees. Employment should be on the recommendation of the chief administrative officer of the institution.

Faculty competence is influenced by provision for:

(*a*) Adequate salary based on academic qualifications, experience, and total service load;

(*b*) Planned programs of in-service education, and leaves of absence;

(*c*) Retirement, sick leave, health insurance, and other welfare items.

Competence of the individual is evidenced by interest and improving students, cooperation with associates, and activity directed toward improving himself and his service to the institution.

Instructors should have a master's degree or the equivalent with sufficient numbers of hours of work in the department and the subject to provide a background for efficient teaching.

5. *Finance and Enrollment*

A junior college should give evidence of sound financial structure for successful operation and continuity of support. Careful budgeting must be an important feature of all financial plans, and an annual audit and report should be made available.

Effectiveness of the institution is reflected to some extent by the financial support and the campus enrollment. Inadequate finance or enrollments of less than one hundred and fifty may be regarded as sufficient cause for reevaluation of the institution.

6. *Physical Facilities*

Classrooms, laboratories, offices and other special service rooms should be adequate as to healthful surroundings, space, light, equipment, supplies and other general factors to enable the school to effectively carry out its stated purposes. Grounds should be adequate for present needs. For future expansion, however, consideration should be given to acquisition of grounds necessary to accommodate the anticipated program.

7. *Relationship to Instruction*

One administrative responsibility is to organize a school for effective instruction. The administrative personnel must function as leaders in the improvement of instruction.

8. *Relationship to Student Personnel*

It is the responsibility of the administration to select proper personnel and supervise the development and operation of an effective counselling program. The administration must be able to work with counselors in expediting charges that are indicated as a result of good personnel practices.

9. *Relationship to Community*

The administrative officers of the junior college are mainly responsible for good public relations. Their personality, attitude, work and contacts in the college and in the community determine the moral tone of the institution. Every reasonable effort should be made to keep the public informed about the junior college program.

10. *Permanent Records*

Records of a permanent nature, such as academic, personal, and health records, should be systematically kept and adequately protected against alteration, loss or damage.

It is the duty of the registrar to maintain records of admission, matriculation, attendance, academic progress, extra-class activities, and other essential information. All records should have meaning, not only to staff members but also to students.

Records of significant information about each faculty member shall be kept. Such records in addition to transcripts should contain the teacher's entire employment record, individual achievements, and evidence of professional qualifications, growth and study.

Complete up-to-date alumni records are essential to a well-managed institution.

Records of all finances handled by the junior college shall be kept so as to readily yield any necessary information. All funds shall be properly safeguarded and accounts audited annually.

11. *College Catalog*

The catalog shall bear the official legal name of the college. The purposes of the institution should be clearly and briefly stated. An accurate statement of the accreditation of the institution shall be included. The calendar of events should be published in the school catalog. Conditions and procedures governing admission to the college shall be clearly set forth. The catalog should contain information concerning enrollment, matriculation, and graduation; and accurate description of curriculum offerings; and indication of courses offered on alternate years or irregularly. A roster of the personnel of the institution should include the degrees held and the institution by which the degrees were granted.

V. Student Personnel Services

1. *Admissions*

Graduation from an accredited high school or its equivalent should be the basis for admission to junior college. In addition, high-school students who have completed thirteen units of credits may, upon recommendation of their principal, be admitted as part-time junior college students. Adults and out-of-school youth, not candidates for the associate degree, may be admitted to special classes.

2. *Validation*

Credit from non-accredited high schools or colleges may be validated by examination and successful completion of at least fifteen semester hours of junior college credit.

Probationary status of non-high-school graduates may be removed upon satisfactory completion of thirty semester hours of junior college credit.

3. *Advanced Standing*

Advanced standing may be granted on the basis of plans indicated in admission and validation requirements as previously stated, and in addition by special examination.

The record made on such special examinations shall become a permanent part of the regular academic record of the student.

4. *Credit*

One semester hour credit may be recorded when the student has made satisfactory progress in a class session at least fifty minutes in length during a semester of eighteen weeks or equivalent clock hours. Laboratory periods shall be at least ninety minutes in length for eighteen weeks or equivalent clock hours for a semester hour of credit.

5. *Student Load*

The maximum amount of college work carried by any student during a semester should be adjusted to individual needs and circumstances. Fifteen semester hours is considered the normal load. Permission to carry more than sixteen hours should be granted by a faculty committee on the basis of the student's demonstrated merit and ability. Except in rare instances, the load should not exceed eighteen semester hours. Credit for band, orchestra, chorus and physical education are not included in the above mentioned student load.

6. *Graduation Requirements*

Junior or two-year colleges may award the standard associate degree recognized by the Kansas State Department of Public Instruction to students who have satisfactorily completed college and university parallel curricula of sixty or more semester hours and to students who have satisfactorily completed programs in two-year occupational or general curricula and have also met other requirements for graduation. All candidates for graduation must be approved by the dean and the registrar. In acceptance of the sixty hours for fulfillment of graduation requirements there must be definite adherence to qualitative standards. To insure a spread or variety of interests, in all general or liberal courses a definite group requirement should be adhered to.

Certificates of completion of studies may be awarded to students who may not have achieved grade points equal to credit hours but who in other respects have satisfactorily met the requirements for graduation.

Certificates of proficiency may be awarded to students in specialized vocational and semi-professional curricula who do not meet all requirements for the associate's degree.

7. *Orientation*

Orienting the new student to the junior college environment is a very important part of the total program. The purpose of this program is to acquaint the student with the campus, the physical environment, the educational programs offered, and community resources. The faculty should become acquainted with the individual student, his abilities, aptitudes, achievements and personality.

8. *Counseling*

The counseling programs should be comprehensive and include educational, and personal counseling. The individual counseling, group guidance, and testing procedures should all be an organized and a related part of the junior college program.

9. *Housing*

Housing for junior college students not living at home may be provided in dormitories or rooms in homes of the community. Students should be housed only in homes approved by the college.

A good housing program provides for a house parent, social dean, or its equivalent to act as a coordinator for all housing. Plans for student participation which creates a wholesome atmosphere, develops student initiative and affords the opportunity for student-centered government in the housing program, should be provided.

10. *Scholarships*

Scholarships, grants-in-aid and student loans should be available and should be distributed impartially to students of outstanding ability in any recognized department of the school. This may be demonstrated high rank in scholarship or special abilities in activities, such as, speech, music, drama, art, journalism, athletics. Special attention should be given to the need of the student for such aid. A public statement on student aids should be printed and circulated. No grants, aids, or scholarships are justified which are not under the supervision of the administration of the school.

11. *Health*

Healthful living is necessary for becoming a wholesome, happy, useful, and responsible citizen. The junior college should provide physical facilities and well-planned program of health education and services for all its students.

It should offer courses and experiences which will develop knowledge, skills, attitudes and ideas necessary to meet the present and future mental and physical health needs of every individual. As a supplement to, and a practical application of health knowledge, there should be correlated with health course opportunities for physical examinations and clinical services to all students and faculty. In order to encourage and preserve hygienic practices, the physical facilities should meet high standards of sanitation, and all necessary steps should be applied to maintain a healthful campus.

12. *Placement*

Many junior colleges find that it is necessary for large numbers of students to hold employment while attending college. The college should assume some responsibility in assisting students to find suitable employment which will contribute to their educational and vocational objective.

Employment services for graduates and those who have dropped out of school should be maintained. These services are also essential as a means of keeping in touch with graduates and dropouts.

13. *Follow-up*

Continuous and periodic follow-up of graduates and dropouts is a function of the modern junior college. Students while in college should be informed of the importance of keeping in contact with the college after graduation. As a part of the guidance function, students should be informed about the studies that have been made of former graduates.

Records of non-permanent nature should be made available to student advisers. These records should include test profiles, personal data questionnaires, interview summaries, and work experiences.

VI. Curriculum

The curriculum of the junior college should be organized in accordance with the philosophy and objectives developed by the local college.

The junior college acknowledges its close partnership with the elementary and secondary schools, the senior college, and adult education as a part of the total educational program. In developing the curriculum of junior colleges, serious consideration should be given to integration, coordination, and articulation of the total educational experience.

Each college should build a program to meet the needs of the community. The faculty should strive to guide and stimulate each student to develop into a mature, responsible citizen.

1. *College or University Parallel*

Curricular offerings should include those courses which are usually offered the first two years of a four-year program in the professions or general education. These curricula are often referred to as college or university parallel. In these programs there should be adherence to qualitative standards so that the scholastic standing of the student will continue on a satisfactory level. Every effort should be made to articulate the preparatory programs with those of the college or university to which the student transfers in order to safeguard against the loss of credit or of time.

2. *General Education*

General education in the junior college may consist of a two-year program in selected courses or a program of comprehensive courses drawn from the humanities, physical science, biological science, and social science fields. The program should incorporate the necessary elements which will encourage critical thinking, contribute to the development of citizenship, promote the desire for continuous growth and provide for fair evaluation, of results. Whatever the nature of the program, the goals of general education should be stated and consistent with the finest ideals of American life and the philosophy and objectives of the institution.

3. *Vocational and Technical*

A junior college may make provisions to offer work for specialized vocational and technical skills in a one-year or a two-year curricula. These courses should, if offered for college credit, be clearly of college grade. If the work is of college grade it requires the same admission standards as other courses, equivalent laboratory periods, and work of sufficient difficulty as to require maturity and breadth of understanding. There should be careful articulation of the vocational and technical skills in the fields of work with these curricula; however, there should be safe guards against over specialization. These programs should incorporate the basic concepts of the responsibilities of the individual and of the individual in a democratic society. The needs of the individual and the community should determine the type of program that is offered.

4. *Adult Education*

Junior colleges recognize that education is a continuous process. Educational opportunities should be provided for adults and out of school youth living in the community who are not able to pursue studies on a full-time basis. These evening school offerings may consist of short term, refresher courses, lectures, and college credit courses designed to meet the needs of the area served. College credit courses should be governed by the same standards as the credit and their title indicate.

5. *Extra-Class Activities*

(*a*) Faculty. Members of the faculty should accept responsibility as sponsors, advisers, and consultants for extra-class activities authorized by the college.

(*b*) Student Government. Foremost among the students organizations should be the student government. It should be a democratic agency to provide student representation and participation in the conduct of student affairs.

(*c*) Organizations and Clubs. Students should participate in a variety of educational and social clubs and organizations. These organizations should be approved by the student government. Regular meetings should be conducted according to established rules. Accurate records should be kept by secretaries and treasurers and filed in a centrally designated place at the close of the school year.

(*d*) Athletics. Athletics should contribute to the good morale of the school. In order to administer the athletic program in the best interest of the school and the students, a statement of athletic purposes, policies, and practices shall be drawn up in printed form.

(*e*) Forensics, Dramatics, Radio, TV. The college should encourage wide participation in these and similar activities.

(*f*) Music. Both instrumental and vocal music should form a part of the college program.

(*g*) Publications. The publication should present a true picture of the college offerings, activities, and attractions. Students should participate under the direction of faculty sponsors in the production of these publications.

(*h*) Social Activities. A varied student activity program, designed to provide wholesome social contacts, should be encouraged and promoted. Such activities should be approved by the faculty and sponsored by the faculty personnel with major responsibility carried by the students.

6. *Summer Sessions and Extensions*

It is the responsibility of the junior college to find community needs which the institution can serve. Non-credit courses, short courses, or regular courses may be included in extension work or summer sessions.

VII. Instruction

1. *Library*

The junior college library should provide reading facilities for the best interest of the students it serves and aid in effecting the educational program as announced in the catalog. It should contain at least 5,000 volumes, carefully selected and properly catalogued, exclusive of standard references, bound periodicals, documents, variety of magazines and newspapers. Attention shall be given to the addition and replacement of books in keeping with the enrollment and curriculum offered. A trained librarian with faculty rank and status shall be employed at all times. There shall be organized instruction in the use of the library for both faculty and students.

2. *Course Outlines, Objectives, Aims*

All courses should contribute to the objectives of the school. A flexible course outline which describes the course and states its purpose and objective should be placed in the hands of each student and should be filed in the library. The outline should be made as a key to information pertaining to the course. This outline would include information of community resources that could be utilized for learning purposes. Up-to-date references should be listed and should be flexible enough to take care of individual differences.

3. *Classroom Atmosphere*

The physical appearance of the room should be wholesome, attractive, and conducive to pleasurable effort. Both students and teachers should show evidence of a spirit of cooperativeness, cheerfulness, and mutual understanding.

4. *Instructional Materials and Equipment*

Materials and equipment should be adequate and properly utilized. Community resources should be included among the materials.

5. *Methods of Classroom Procedure*

Varied educational experiences with provisions for individual differences should be provided. Instructors should be familiar with current proved methods of instruction.

6. *Evaluation and Revision*

Evaluation and revision should be continuous. Decisions should be arrived at democratically by students, teachers, supervisors, and administrators.

VIII. College Atmosphere

The spirit, atmosphere, and moral tone of the school are important for its success. The college atmosphere should reveal ethical and moral living and good physical and emotional health. These factors are reflected in the attitude of the directing board, the administrators, the staff, and the student body. The reputation of the college in its own community, in high schools of the area, and in institutions to which students transfer is an important consideration in establishing and maintaining a excellent junior college.

With the standards adopted by the University of Kansas and those adopted by the State Board of Education for approval of establishment, the foundation for future growth and development was provided. Mr. Vinsonhaler, in alluding to this premise, had this comment:

> "Finally, with the foundling laid by common consent on the doorstep of the State University, and with this institution giving it some diluted nourishment and some care, the youngster kicked and squalled itself into a lean but healthy growth." [16]

In addition to the previously mentioned assistance by the University, one would be remiss not to mention another area of assistance which appears to be quite significant. According to Eells,[17] the influence of the University was significant in the area of research and study concerning the feasibility and desirability of the establishment of junior colleges in other areas of the state. Many such efforts to determine by careful study the basic facts and conditions were conducted under the direction of Dr. E. P. Obrion and the results obtained caused Dr. Eells to make this statement:

> These efforts, to determine by careful study of facts and conditions relative to the probability of success of a junior college prior to its proposed establishment, were of immeasureable benefit. . . . The State of Kansas set an excellent example in the decade of 1920-1930 on how junior colleges should be established.[18]

It is within this era of history that the Kansas two-year college was born, and it was this environment upon which its early nurture was dependent. That the establishment of other such institutions would be forthcoming was almost a foregone conclusion, and Table II reveals the significance of such early projections.

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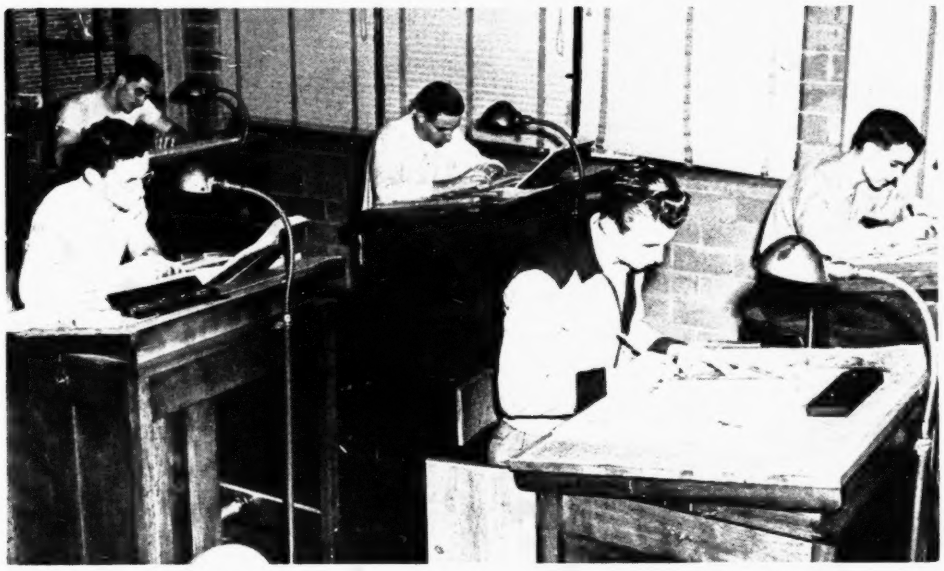
[16] Wellemeyer and Walker, *op. cit.*, p. 4.

[17] Eells, *op. cit.*, p. 4.

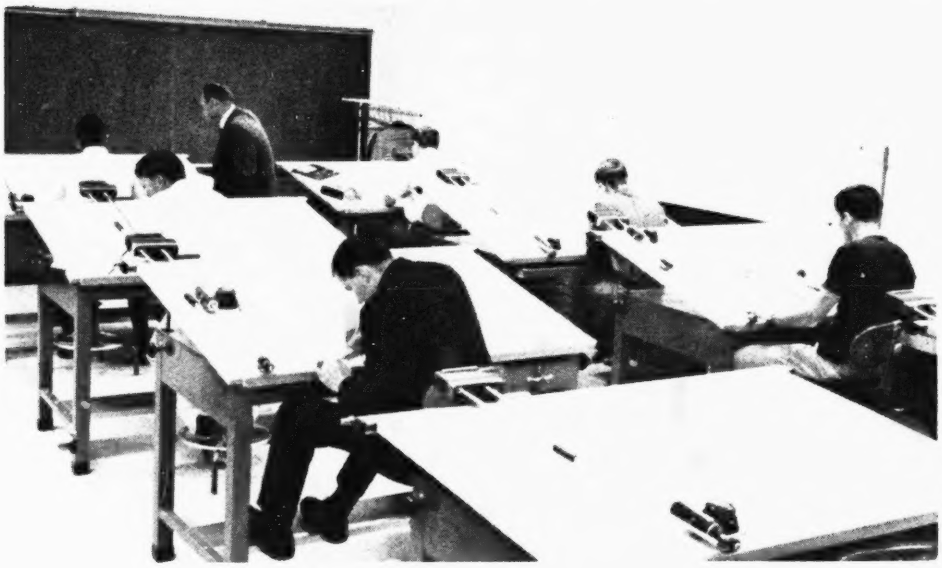
[18] *Ibid.*, p. 135.

Engineering drawing, Coffeyville Junior College, 1940's.

Drafting, Butler County (formerly El Dorado) Community Junior College, 1967.



50 years of progress



Junior College Development

Establishment of New Institutions

After the official opening of the four initial public junior colleges, six new ones were established during the period of 1920 through 1925. Six additional public junior colleges were established during the subsequent period of 1925 through 1938. (See Table II.) This group of colleges, excluding the two at Marysville and Holton which lasted only a short time, provided the vanguard of such colleges in Kansas, and because of restrictive financial legislation no new ones were established until 1964 and 65 when three were organized prior to the passage of the Community Junior College law of 1965. The Highland Junior College resulted from the transition in 1937 of the private two-year college which was near discontinuance because of lack of financial resources to an extension of the Highland Rural High School. This institution was formerly founded by the Presbyterian Church on February 9, 1858, and is the oldest institution of higher learning in the State of Kansas.

Philosophy of the Developing Institutions

In a speech presented by J. F. Wellemeyer, at Lawrence, Kansas, on April 9, 1936, respective junior colleges considered their purposes and objectives, in 1930, to be as follows:

> *Arkansas City*—"It is the purpose of the junior college in Arkansas City to meet the educational needs and demands in our local community, providing a two-year college course which meets the preliminary requirements of the professional schools and general college courses, and whatever other courses there is a sufficient demand to warrant offering to the public."
>
> *Coffeyville*—"The junior college provides an opportunity for all to secure two years more of education at home at little expense and without specialization."
>
> *El Dorado*—"The junior college: . . . (1) Affords a natural avenue from the high school to the upper years of the university; (2) The individuality of the student is saved, for he is not lost in the multitude; (3) The student is in close personal touch with well qualified teachers; (4) There is a much greater opportunity for all students to participate in student affairs and thus secure training that will develop leadership; (5) Immature young people are kept for two more years under home influences; (6) The first two years of practically all professional, vocational, academic, and scientific courses can be taken in the junior college with full credit; (7) Junior college graduates in the junior and senior years of the colleges and universities are doing better than those who took their freshman and sophomore work in the institutions where the studies have been made; (8) Much money is kept at home, for every student going away to college takes $600 to $1,000 per year away from the home community."

Table II

Date of Establishment of Public Two-Year Colleges in Kansas

College	Name change—1965 legislature or special law	Year established	Continuous operation
Holton		1917	No***
Marysville		1919	No***
Garden City	Garden City Community Junior College	1920	Yes
Fort Scott	Fort Scott Community Junior College	1921	Yes
Harper		1921	No*
Arkansas City	Cowley County Community Junior College	1922	Yes
Coffeyville	Coffeyville Community Junior College	1923	Yes
Kansas City	Kansas City, Kansas, Community Junior College	1923	Yes
Parsons	Labette Community Junior College	1923	Yes
Iola	Allen County Community Junior College	1923	No****
Independence	Independence Community Junior College	1925	Yes
El Dorado	Butler County Junior College 1963 Butler County Community Junior College 1965	1927	Yes
Hutchinson	Hutchinson Community Junior College	1928	Yes
Dodge City	Dodge City Community Junior College	1935	Yes
Chanute	Neosho County Community Junior College	1936	Yes
Highland	Doniphan County Junior College 1959 Highland Community Junior College 1965	1937	Yes**
Pratt	Pratt Community Junior College	1938	Yes
Colby	Colby Community Junior College	1964	Yes
Cloud County (Concordia)	Cloud County Community Junior College	1965	Yes
Barton County	Barton County Community Junior College	1965	Plans to open 1969

[*] Approved but did not operate.

[**] 1937 as a public junior college but opened 1858 as Highland University.

[***] Discontinued 1919.

[****] Closed in 1944 and reopened in 1946.

Hutchinson—"A desperate attempt to meet the requirements of universities and keep our college out of disrepute with our home people in respect to credits."

Independence—"It is the purpose of the junior college to meet the educational needs and demands of the community: (1) by providing a two-year course in liberal arts and sciences and pre-engineering which meets the general requirements of colleges, professional schools, and universities and (2) by providing courses in commerce which will meet general requirements of the average business for secretarial, clerical, and accounting work."

Iola—"It is the purpose of the junior college in Iola to meet the educational needs of the community so far as such an institution can do. At present the course of study offers those subjects that meet college requirements in our state schools and four-year institutions. In addition we offer some non-accredited courses that meet the needs of the community.

Ft. Scott—"Preparation for the upper years of the universities and Teachers' Training for Elementary Schools." [1]

This same source indicates that the results of a follow-up study implemented in 1936, did, in many instances, show that the change in this period of time was negligible. The following expressions were, however, presented in behalf of the institution indicating even a slight divergence:

Arkansas City—"Similar to those of 1930 with greater emphasis upon worthwhile courses for the large group that will only continue in college one or two years."

Coffeyville—"The objectives today are to provide two years of terminal work for the seventy-five percent of our students who do not go higher, and to prepare the others for junior work in the university."

El Dorado—"The same as Coffeyville plus a general cultural and citizenship training for those who do not desire to go on to four-year colleges and universities. Also, our fond desire is to be able to offer a few very practical semi-professional completion courses in the near future."

Ft. Scott—"To provide, in addition to high school, two more years of General Education, Cultural, Liberal and Practical. Orientation.
To provide teachers' training work for elementary school teachers.
To provide training for such commercial work as community needs.
Prepare for advanced university training."

Garden City—"To as nearly as possible care for the educational needs of the young men and women in our community who have completed their high-school work."

Hutchinson—"Greater service to all who can attend."

Parsons—"Pre-university education, semi-professional and terminal courses." [2]

Generalization can be made from such an analysis of all college programs that the Kansas junior college possessed a potential for post-high-school services to our state which was not being met at other higher educational institutions.

In 1954 through 1960 junior colleges were asked to state their purposes and objectives in the self-study evaluation report for state department accreditation. A representative sample of the statements follow:

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[1] Wellemeyer, J. F., Unpublished Speech at Lawrence, Kansas, April 9, 1936.

[2] Wellemeyer, J. F., Results of Questionnaire Survey, Kansas Public Junior College Association, 1936.

Arkansas City—"The staff believes that as members of society, it is desirable that youth acquire and develop democratic attitudes; that they become responsible citizens; that they develop a wholesome type of mental curiosity, a respect for truth and with it an understanding of the relationship between the discovery of truth and the basic principles of freedom; and that they be motivated by a desire to contribute to the growth and welfare of all members of the community and the world at large. It is essential that the individual not only become efficient and effective from an economic standpoint, but that he acquire the techniques essential for continued growth from a vocational, avocational, cultural and moral standpoint."

Chanute—"That each individual student should have the opportunity to receive the fullest possible development in harmony with the rights of others, regardless of sex, age, race, creed, or socio-economic status.

That opportunity should be provided for the student to develop cultural concepts and technical skills which may enrich his life vocationally and avocationally."

Coffeyville—"The purposes of the college in summation could be said to be: (1) To develop within the student abilities in communicative skills, (2) to become aware of cultural values, (3) to enhance his opportunities in preprofessional and semi-professional, general education, and technical areas, (4) as well as to develop within him an ability in the solution of his problems through analytical thinking in order that he may take his place as a contributing member of a democratic society."

Dodge City—"The junior college today is a community college, offering educational, vocational, and cultural opportunities and advantages to thousands of persons in localities served by this institution."

El Dorado—"We believe that the junior college occupies a unique place in American education. We believe that most students—the gifted, the average, the immature—can benefit, educationally and financially, by making the junior college a transitional step between the high school and a four-year institution of learning. The small junior college as it exists in Kansas is particularly suited for preparing the individual for the vocational opportunities and the civic responsibilities that are peculiar to his own geographical area, and for preparing him at the same time for vocational opportunities in other localities and for civic responsibilities on the state, national, and international levels."

Fort Scott—"The Fort Scott Junior College believes that every individual displaying the necessary educational prerequisites, regardless of race or religion, means or lack of means, should have the opportunity to continue, in his own community, appropriate education at the post high school level to the full limit of his or her personal capacity."

Garden City—"We believe that education is the privilege of everyone and that the junior college is the logical institution in which the growth of the intellectually immature young adult can be directed through expert instruction and close guidance as he acquires the first two years of college instruction. This we understand to be the basis for further training in the liberal arts, the foundation for professional training, vocational in that it precedes a job requiring technical skill, or the means for gaining the cultural background that will make for happier living in the adult world."

Highland—"It is our belief at Highland Junior College that our facilities and our faculty shall be devoted to the discovery and development of the innate abilities and talents of all students, to the end that they may become inspired and effective citizens of our modern world."

Hutchinson—"The purposes and functions of the college have grown out of the needs of the student clientele, the nature of the community, and the belief that higher educational opportunity should be available to all high school graduates of the community and to certain special students above high school age."

Iola—"We believe it is also our responsibility to offer further opportunities beyond high school level whereby individuals may have the opportunity to learn to use their ability to think rationally, express their thoughts clearly, and to read and listen understandingly. Therefore, we offer both a liberal arts and vocational program giving the pupils an adequate foundation to enroll in institutions of higher learning for further study, to be a more effective participant in family and community life, and/or to provide the specific training to enter commercial and industrial life or as terminal education."

Kansas City—"Belief in giving everyone an opportunity to develop his potentialities to the fullest.

Belief that the public should provide an educational program through which an individual may develop skills, knowledge, and attitudes that will fit him for more effective citizenship.

Belief that a thorough understanding of oneself and of one's environment is necessary for mature participation in the affairs of life."

Parsons—"To provide opportunity for all youth of this area to secure training beyond the high school in order that they may more fully develop their capabilities."

Ceramics and oil painting, Coffeyville Junior College, 1940's.

Table III

Kansas Two-Year College Enrollment

YEAR	Number of colleges	Total	YEAR	Number of Colleges	Total
1923–24	7	447	1945–46	13	1,604
1924–25	7	705	1946–47	13	3,116
1925–26	8	1,141	1947–48	14	3,736
1926–27	8	1,196	1948–49	14	3,370
1927–28	9	1,279	1949–50	14	3,421
1928–29	10	1,680	1950–51	14	3,359
1929–30	10	1,747	1951–52	14	2,718
1930–31	10	2,117	1952–53	14	2,715
1931–32	10	2,918	1953–54	14	3,442
1932–33	10	3,597	1954–55	14	3,690
1933–34	10	2,940	1955–56	14	4,064
1934–35	10	3,047	1956–57	14	4,173
1935–36	11	3,464	1957–58	14	4,176
1936–37	12	3,531	1958–59	14	4,453
1937–38	13	3,431	1959–60	14	4,765
1938–39	14	4,087	1960–61	14	5,201
1939–40	14	4,819	1961–62	14	6,002
1940–41	14	4,923	1962–63	14	6,374
1941–42	14	3,867	1963–64	14	6,590
1942–43	14	2,840	1964–65	14	7,691
1943–44	13	1,170	1965–66	16	9,697
1944–45	13	1,200	1966–67	16	10,685

Enrollment for years 1923-24 through 1936-37 taken from Wellemeyer and Walkers tabulation, *The Public Junior College in Kansas,* 1936, page 5.

Enrollment for years 1937-38 through 1966-67 taken from reports and other miscellaneous items provided by the State Department of Public Instruction.

Complete records for all years prior to 1923-24 were unavailable.

Pratt—"The primary purpose of our college is to provide the kind of education that will permit students to transfer up to one-half of the degree requirements at senior colleges and universities and to develop the skills necessary to enter the world of work with confidence."

Enrollment

The growth in enrollment at Kansas junior colleges was, like that in other states, very slow during the early period. For example, the enrollment of the first eight such colleges established showed a total of only some seven hundred plus students in 1925. As these new institutions grew in popularity nationally, there was a correspondingly rapid percentage growth in the enrollment during the next fifteen years in Kansas. During the school year of 1940, the fourteen colleges enrolled more than five thousand students and appeared to be comparable to the growth pattern for such colleges in other areas of our nation. Many factors which are attributable to the World War II period did, however, cause the enrollments in Kansas junior colleges to decrease during the early and middle years of the forties with the low point being reached in 1944. (See Table III and Appendix J for twenty year enrollment figures by college.) Since that time, however, the growth in enrollment has continued steadily upward, with a total enrollment of over six thousand students during the 1963-64 school year and over seventy-four hundred during the following year of 1964-65, the last year in which they operated as high-school extension or junior colleges.[3] After reorganization, numbers continued to increase with enrollments of 9,697 in 1965-66 and 10,685 in 1966-67.

Organizational Structure

Although there were, as is indicated more in detail in later sections of this chapter, some basic changes in the organizational pattern, the provisions of the 1917 law relative to local and state control and supervision for the purpose of high-school extension courses were largely maintained until the passage of the new 1965 legislation. The local superintendent of schools was delegated by the local board the responsibility for the operation of the extension course. He usually further delegated such responsibility to a dean. As might be expected under such an arrangement, separate facilities and staff were the exception rather than the rule. It is rather apparent that it was only through the dedicated efforts of many of the superintendents, deans, staff members, and board members, who believed in the philosophy of the two-year institution and what it could and should do for their respective communities, that many of these institutions were able to survive and to perform the creditable job which they did.

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[3] Kansas Department of Public Instruction, *Junior College Report*, 1963-64 and 1964-65.

Beginning in 1943, the first two years of F. Floyd Herr's service in the State Department of Public Instruction was confined to general visitations and meetings with the administrative officials. Observations on these occasions revealed that the deans were directing the programs. The superintendents frequently attended but left most of the actual direction to these deans. When these meetings were held, discussions of activity events, primarily athletics, consumed nearly all the time. Very little attention was given to curricular matters.

Until 1959 teacher education programs were found in these institutions. Three types of programs prevailed—(*a*) the sixty semester hour program involving forty-three prescribed semester hours, (*b*) the thirty semester hour program and (*c*) the emergency program leading to certification on less than thirty semester hours of college credit.

During the ten-year period of 1946-55 inclusive, a total of 6,881 certificates were issued based on credentials from the private and public two-year institutions. Statistical data is available to 1958 showing that from 1946 to 1958, a total of 7,908 certificates were issued on credentials from these institutions. (*See Appendix.*) Teacher education programs, as such, were discontinued in 1958 because at this time regulations had been passed making a degree the minimum qualification for new teachers. However, in the limited manner, teachers still qualified in certain instances for a teacher certificate based on study in junior colleges. Detailed information concerning the number of teachers who completed programs in junior colleges prior to 1946 are quite incomplete. However, it is known that from the initiation of the first officially recognized program at Fort Scott, the teacher education program was an integral part of the junior college curriculum. Other two-year colleges included such programs in their offerings as soon as they were operating a full two-year accredited program.

Supervision of the work involved in accrediting these junior colleges was placed in the certification area rather than under the supervision of the high-school supervisors because of the eligibility of these institutions to offer teacher education programs and because of the relationship of the certification function to higher education in the state. The law prescribed that the State Board of Education (until 1945 when this function was transferred to the State Superintendent) should accredit all institutions offering teacher education programs. The original standards by which these institutions were accredited are mentioned elsewhere in this document. Although the State Board of Education utilized the services of committees to examine these institutions, the responsibility remained with the State Board of Education until 1945.

The director of certification and later when the title was changed, the director of certification and college accreditation visited each of these junior colleges annually. Following his first two years in the office, Mr. Herr concluded that much more emphasis should be given to curricular matters in these institutions. To shift the emphasis, he enlisted the support of several junior college deans. These men readily and with enthusiasm entered into activities to bring about a shift in the approach to curriculum change. It was agreed this project should be attacked on a statewide basis. Dr. William A. Black who had recently become head of the Education Department of Pittsburg State Teachers College and who was enthusiastic about junior college improvement agreed to assist the State Department of Public Instruction and this small group of deans in efforts to improve the junior college offerings.

Plans were developed to hold annual junior college meetings calling in special consultants and involving all members of the junior college faculties who could be persuaded to attend. Outstanding consultants and other qualified people participated in the program. These meetings gave emphasis to the need for a more comprehensive curriculum but also emphasized the necessity that the academic offerings for transfer credit must be of high quality.

With the publication of the report by the higher education committee appointed by the President of the United States, emphasis on the "community junior college philosophy" became nationwide. The efforts already in progress in Kansas provided background of acceptance for this philosophy. As a result the State Department of Public Instruction, state college and university representatives, and officials of local junior colleges added their support to moving junior college programs in the direction suggested in the national report. This in effect returned the junior college philosophy to the kind of program originally advocated and rigorously promoted by Dr. Leonard Koos of Chicago University who had become recognized as *Mr. Junior College of the Midwest.* This same philosophy was advocated by Dr. Jessi Bogue who later became the predominate junior college leader and who also became the Executive Secretary of the American Association of Junior Colleges. Dr. Bogue gave a considerable amount of his time to consultation with Kansas people in designing local offerings and was the chief "out-of-state" authority to whom junior college officials looked for guidance and direction.

The new direction with emphasis on curriculum reinvigorated the *Kansas Junior College Association,* stimulated interest in the state relative to junior colleges, and provided the ground work in the intensive evaluation programs to follow.

During World War II the Iola Junior College ceased to operate for a period of three years. A team from the University of Kansas was requested to survey the Iola educational program and make recommendations concerning the possible reopening of the junior college. The team recommended the institution not reopen. However, a vote on the proposition to reopen carried by a substantial margin and the Iola Junior College again took its place along with other public junior colleges in the state. The Paola two-year private college and the St. Joseph private two-year college at Hays did close and these two institutions have not reopened.

The first break in this traditional type of organization developed in 1959 when the Doniphan County Junior College was created by an act of the legislature thus replacing the organization of Highland Junior College as an extension of the high school.[4] Approval of the electors of the county was not required although an election to extend the levy county wide and to have an advisory board of regents as provided in the 1957 legislation had been held and successfully passed by a margin of three to one. This law provided that the operation of the high-school extension course under the rural high school's jurisdiction cease, and the property and funds be transferred to the county junior college. The first board of regents consisted of three members of the rural high-school district board and one member appointed from each of the county commissioner districts.

The law relating to Highland provided that the board of regents of the county junior college should operate and maintain the junior college with courses of study prescribed by the State Superintendent of Public Instruction and that it would be under his supervision in the same manner and to the same extent as were high-school extension courses. The board of regents was authorized to levy a tax of not to exceed one and one-half mills. This levy was later increased to two and one-half mills.

This special legislation was silent relative to the executive function of the board of regents. Since it was also obvious that such person would be working directly with the board of control, the title of superintendent or dean did not appear to be in keeping with that of a collegiate institution. Consistent therewith, the first set of policies of the board of regents prescribed that such a position would be that of president. Although the educational institution known as Highland University and Highland College had traditionally conferred the title of president upon its chief administrative officer, it had not done so after its change to a junior college in 1937. This appears to be the first official designation of a president for a Kansas junior college.

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[4] Hayden, Murle M., *School Laws of Kansas, 1963*, Issued by Adel F. Throckmorton, State Superintendent of Public Instruction, State Printer, Topeka, Kansas, pp. 272-273.

Two other pieces of legislation which were similar in nature to that of the Doniphan County Junior College law were passed. In view of their more liberal provisions and the influence each exerted toward the breaking of the traditional organizational pattern, they are worthy of note.

The Barton County law, passed by the 1961 legislature, was a special act authorizing the creation of a county junior college in counties of thirty thousand population, with a tangible valuation of \$100,000,000 to \$116,000,000.[5] The new college could be formed therein by the approval of a majority of the electors at a general or special election, and the board of control was authorized to levy up to a maximum of three mills for operation expense. In addition to these stipulations, the board was given the same powers as had been conferred by the Doniphan County law. The organizational machinery for this college was implemented, but at this date, it has not opened its doors to students.

The third such law of this nature was that of Butler County which was passed by the legislature in 1963.[6] It was a special act relating to counties having a population of more than 30,000 and a valuation between \$85,000,000 and \$100,000,000. This law carried many of the same provisions as had the Doniphan County law but differed primarily in that it provided for a two and one-half mill levy for operation expenses and the authorization to issue, by a favorable vote of the electors, obligation bonds in an amount not to exceed three percent of the total taxable valuation of the county. These provisions were implemented and the Butler County Junior College became the legal successor to El Dorado Junior College.

The real significance of the implications within the provisions of each of these special acts lay in the fact that it marked a departure from the high-school extension concept by the creation of separate and distinct junior colleges with their own boards of control. Also, the chief administrative officer became the president rather than the dean or superintendent, and he dealt directly with the board in his efforts to perpetuate the development of the junior college.

Financial Development

Following the passage of the original provisions of the 1917 law, an attempt was made, through the concerted efforts of the Kansas junior colleges, to secure legislation providing for state aid. The following proposed act failed by a very narrow margin, in 1925:

> SECTION 1. Any public high school in any city of the first class or second class or any community high school in the state of Kansas which shall, under the provisions of Kansas for 1917, have established or which shall, under the provisions of said chapter, hereafter establish and maintain a high-school ex-

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[5] Hayden, *op. cit.*, pp. 275-7.

[6] *Ibid.*, pp. 279-82.

> tension course of two years, which extension course shall attain an annual enrollment of at least seventy-five pupils, shall be entitled to receive from the state of Kansas a sum not exceeding in amount one hundred dollars per annum for each and every student enrolled with an actual attendance of eighty percent of the time of the school year, and said sum so received to be used only for the operating and instructional cost of such extension course: *Provided,* The state shall not expend an amount greater than the amount spent by the local school authorities.
>
> SEC. 2. Before any school shall be entitled to receive the funds provided for in this act, it must have maintained such an extension course for at least two years and such course shall have been approved and accredited under such rules and regulations and inspections as the state board of education may establish and maintain.[7]

The 1926-27 brochure of the Kansas Association of Junior Colleges had this comment to make regarding this attempt at state aid:

> A number of Boards of Education were very much interested but the proposition was too new to command sufficient support.[8]

While this appears to be the first attempt at obtaining state support, it certainly was not the last. Many available items are replete with information indicating fairly regular attempts by individuals and the Kansas Public Junior College Association to encourage passage of similar legislation. It was not, however, until 1961 that the cumulative efforts of the years was successful in achieving the goal initiated thirty-six years earlier.

The first act of the legislature authorizing a county wide tax levy for the support of the junior colleges was enacted in 1957.[9] It authorized, with a vote of the electors of the county, a county levy of one and one-half mills for operational support and stipulated that such a levy would replace any special levies which the district had in operation prior to obtaining said approval. This act further provided for a non-voting advisory board of regents to the local board of education where such a county levy was implemented. Under this 1957 statutory provision, county-wide tax levies for junior college purposes were adopted in four counties, Reno, Pratt, Finney, and Allen. A 1961 amendment to this act provided that the advisory board members of the Hutchinson Junior College should have a vote on all matters dealing exclusively with the operation of the junior college.[10] Because all advisory boards were composed of six members, this later voting privilege accorded to the Hutchinson members presented the possibility of a tie vote on junior college matters, so the mayor of Hutchinson was given the authority for a vote to break any such ties.

Another piece of special legislation relating to counties having a population between 15,000 and 20,000, and having a first-class city school district maintaining a junior college was made in 1961. It raised the one and one-half mill county tax levy to a maximum of two mills.[11] This piece of legislation was primarily applicable to the Fort Scott Junior College and the levy was implemented after a successful vote of the electors of Bourbon County in 1963. Other provisions of this special act were essentially the same as those included in the 1957 legislation.

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[7] Kansas Public Junior College Association, Unpublished Legislative Proposals, February, 1927.

[8] Kansas Public Junior College Association, *Junior College Circular of Information,* 1926-27, pp. 1-4.

[9] Hayden, *op. cit.,* pp. 270-1.

[10] Hayden, *op. cit.,* p. 271.

The first state support for the operation of the junior colleges was authorized by the 1961 legislature. It provided state funds at the rate of three dollars a credit hour granted each Kansas resident student, not to exceed sixty college credit hours.[12] By action of the 1963 legislature, the state aid law was amended to allow three dollars for each enrolled student per credit hour up to and including sixty-four.[13] The provisions of the act applied only to those two year institutions accredited by the State Superintendent of Public Instruction and whose collegiate curriculums were limited to a program of not more than two years.

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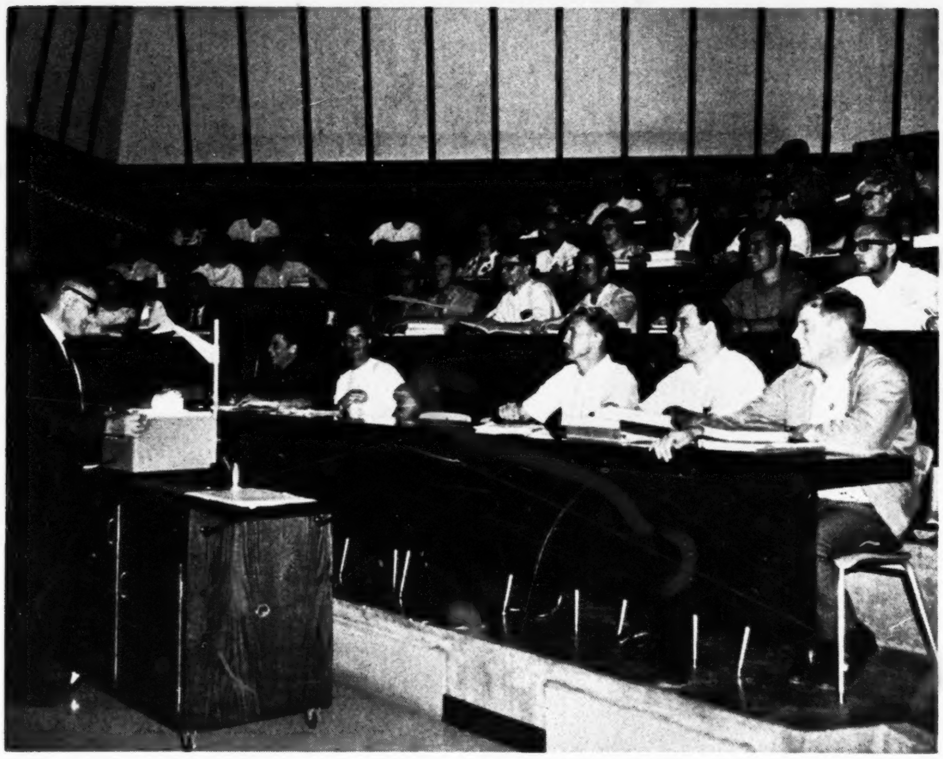
[11] *Ibid.*, pp. 277-8.

[12] *General Statutes of the State of Kansas*, 1961, Section 72-6518.

[13] Hayden, *op. cit.*, p. 387.



Science lecture hall, Butler County (formerly El Dorado) Community Junior College, 1967.

Accreditation

Throughout the developmental period, both the University of Kansas and the State Board of Education continued to influence the organizational and operational nature of the two year college in Kansas. With reference to the early procedures and techniques employed by the former, a copy of the letter received by the Kansas City Junior College from Dr. E. F. Engle, Chairman of the Advanced Standing Committee, indicates that the committee did, in the fall of 1923, request the following information from Kansas junior colleges seeking accreditation:

> 1. Name of the junior college.
> 2. Names of members of the faculty with their departments.
> 3. Academic preparation and professional experience of each member of the faculty, giving names of schools attended with degrees obtained and amount of salary for the year.
> 4. List of courses that are being offered in each department.
> 5. Complete schedule of teaching hours of faculty including high school classes and noting number of students in each junior college class.
> 6. Total number students enrolled in junior colllege? In first year? In second year?
> 7. How many students are from outside the district, that is, not graduates of your own high school?
> 8. What comment would you make on the junior college situation in your community.[14]

It is obvious that the committee used the information thus obtained as a preliminary basis of consideration for its accreditation process. With the subsequent visitation by the committee, its final recommendation was apparently made. With the thought that the procedures and techniques would, in application, be quite similar from one junior college to another, the following exerpts from Dr. Engles' letters to Kansas City Junior College should suffice to characterize the entire process:

> This is to inform you that the University Senate at its meeting yesterday afternoon voted to *approve* the work done in Kansas City Junior College this year but that the full accrediting of the school as a junior college be deferred until further visitation. This was taken upon the recommendation of the Visiting Committee which felt that your junior college should have two full years in operation with the momentum which another year's work will give it before final judgment shall be made as to its permanency.[15]

The following exerpt is taken from a similar letter dated May 6, 1925:

> I am glad to report, and I am sure you will be gratified to hear that the University Senate yesterday afternoon approved the recommendation of our committee that Kansas City, Kansas, Junior College be placed on our list of fully accredited junior colleges.[16]

As an illustration of the degree of significance attached to the efforts of Kansas University in assisting with visitation and accreditation, the minutes of the February 1, 1924, meeting of the Kansas Public Junior College Association contain these comments:

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[14] Engle, E. F., Letter to Kansas City Junior College, October, 1923.

[15] Engle, *op. cit.*

[16] Engle, E. F., Letter to Kansas City Junior College, May, 1925.

> . . . We, of the junior colleges believe that it will tend further to varify the favorable impressions thus far made. Our State University is taking an active interest in the work undertaken by the junior college and is lending every reasonable means to make a success of this movement—a situation that is very much appreciated by those who are working for the betterment and improvement of this new type of institution.[17]

While most of the efforts in accreditation were primarily aimed at validating junior college credits for transfer to four-year institutions within the State of Kansas, there is ample evidence to indicate the influence of the University of Kansas in validating such credits at many other universities throughout the middle-western states.

The exact date at which time the university ceased to function as the advisory committee of the State Department of Education for accreditation is not known. The university has continued to be of assistance in matters involving the respectability and transfer of credits earned in the state's junior colleges. It is probable that the university gradually relinquished its semi-official capacity as a result of the evolution of standards and the subsequent superisory procedures developed and assumed by state educational authorities.

The State Board of Education's secretary, Louie Leslie, had responsibility for the official accreditation of the junior colleges. This was due to the relationship of this office with the college teacher education programs.[18] A significant milestone in this developmental phase came about with the transfer of such responsibility to the State Superintendent of Public Instruction in 1945. Under the direction of F. Floyd Herr, who replaced Secretary Leslie in 1943, further significant advances in this area of endeavor were achieved.

The next phase of significant junior college development occurred with the appointment of a committee by Dr. William Black, then chairman of the Advisory Council on Teacher Education, to propose to the Kansas Advisory Council on Education a revised set of standards and criteria for the improvement and accrediting of these institutions.[19] (*See Appendix A.*) This committee composed of Fred Cinotto as chairman, Max Bickford, K. R. Galle, William Black, F. Floyd Herr, A. H. Crawford, Buford Fisher, and J. F. Wellemeyer worked for a period of two years using local junior college faculty members, national and regional authorities in the junior college field, and state and local leaders in developing their report. Pittsburg State Teachers College under the leadership of

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[17] Kansas Public Junior College Association, Official Minutes, February, 1924.

[18] Wellemeyer, J. F., Speech at Lawrence, *op. cit.*

[19] Throckmorton, Adel F., State Superintendent of Public Instruction, *Criteria for Accrediting Junior Colleges in Kansas,* State Printer, Topeka, Kansas, 1954, pp. 1-4.

Dr. William A. Black provided a two-week workshop with major emphasis on analysis of programs and suggestions regarding the committee's tentative report presented at the workshop. The proposed document was presented by Fred Cinotto, Dean of the Independence Junior College at a state meeting at Hutchinson involving junior college faculty members and was the subject of discussion by all participants. Appropriate suggestions were incorporated into the standards and criteria by the committee and the report was submitted in turn to the Kansas Advisory Council. Following extensive discussion, the Council recommended these standards and they were submitted to the State Superintendent and the State Board of Education. Official adoption was on February 25, 1954.

Following the printing of the standards, copies in large numbers were requested by the United States Office of Education, the American Association of Junior Colleges, by many states, and by several foreign countries.

The American Council on Education obtained and briefed a copy for inclusion in one of their publications. These facts indicate the position which the Kansas State Department of Public Instruction occupied in the field of junior college evaluation activities during the 1950's. The success enjoyed must be shared equally with the local junior college personnel, the Kansas Advisory Council on Education, and state college and university personnel who assisted in the development of the standards. Special credit must go to Pittsburg State Teachers College for making the services of Dr. William A. Black available to assist with the intensive work rendered with this improvement project.

Following completion of the standards and guide, a series of evaluations were begun in 1957 and continued through 1961. Each of the public and private junior colleges underwent an evaluation using these materials.

Evaluation teams included superintendents, junior college deans, state college and university representatives and members from the State Department of Public Instruction.

A report was prepared by Mr. Herr in 1958 summarizing the evaluation reports of these colleges reviewed to that date. His comments are as follows:

I. Nearly all institutions have made a respectable effort to state the philosophy of their schools and their purposes and objectives. From these statements a reader would get a reasonably good idea of what the school thought a junior college program should be. However, there would be in evidence considerable confusion in the statements which result from inclusion of history and procedure in the statement of philosophy. It also is obvious that many institutions include in their statement of philosophy an obligation to provide certain kinds of education which the program does not reflect. One example is in the field of general education. The philosophy of nearly all institutions indicates the desirability of general education, however, very few institutions have indulged in group study for the purpose of determining what they believe such general education should include. The programs presented and referred to as general education are frequently a number of courses elected from the sequence of courses required in a major. Another illustration is the emphasis on the provision of needed education for all students within the commuting area of the college. However, in numerous institutions there is no effort to adequately provide for the unique needs of students outside urban areas.

II. Nearly all schools pick the public school boards of education as being ideally formed and characterize the Board of Education as meeting the junior college standards. This is an indication that the system of controlling the schools by an elective Board of Education which in turn employs the professional personnel—the board assuming a policy-making-role and charging the employed personnel with the responsibility of carrying out professional responsibility is sound practice. However, it has been pointed out in several evaluations that one weakness shows up in the personnel of the board. This is that most board members represent a fairly uniform kind of personnel. This leaves many segments of society without a means of voicing their views in an effective manner. However, it must be pointed out that opportunity for correction of this condition is accessible to the lay public. They may voice their preference that the Board of Education be broadly representative of the community interests through elections. In general the evaluations indicate that board members are of high quality personnel but that these persons have exhibited a general tendency to accept what they find or to request changes based on fragmentary information concerning the college. Very few board members participated in a general study of the objectives of the college or of the basic principles which should govern the operation of the college. The reasons for this somewhat unbalanced effort on the part of board members are that money interests predominate, interest is to meet required standards, and the administrator in the typical situation also is a person who is overloaded. Conditions are worse when the same person is dean and also high-school principal. Frequently there is inadequate staff to carry on a good program in the field of personnel services including vocational and academic advisement and needed health services.

III. *Faculty*—Nearly all faculties include members who do not meet in full standards to teach in a junior college, however, deficiencies are such that with proper planning, requirements can be met in full by the Fall term in 1961. Very few faculty members have specific preparation directed toward junior college instruction. Salaries are too low in nearly all instances but are much worse in some institutions than in others. Junior college faculties possess a unique quality of working together with or without formal planning to do so. The net result is that coordination is reasonably good and instructors recognize individual needs. The result probably emanates from the smaller student body rather than from the organization plan of the junior college. The quality of instruction is undoubtedly higher because nearly all junior college instructors have studied and had directed practice in methods of teaching. This professional study has no doubt influenced instructors to give more attention to techniques which inspire students, aid them in more effective methods of study, and generally improve the learning processes.

IV. *Finance*—The opportunity to form new junior colleges is limited by legal financial barriers. Existing colleges are limited by prescribed levies. Some local boards of education do not use the maximum levy available to them. In financial management most institutions, with effort, are able to identify junior college costs. In numerous instances separate accounting does exist. Very few institutions which house both the secondary program and the college program have developed formulas for allocating costs. Some institutions maintain an activity fund which accumulates from tuition or fees, receipts from school sponsored atheltic or dramatic events, or by other means. In most instances it would be advisable to restudy such financing in terms of Kansas statutes and state auditing requirements. There is no evidence of irresponsible expenditures. In numerous instances the junior college finds it necessary to utilize funds originally designed for its elementary and secondary schools to maintain and operate the college.

The method used in financing athletics should be a matter of investigation and study by junior college communities. There is considerable evidence that much of the recruitment and financing activity is not under the full control of the college. Scholarships vary.

Budgetary procedure varies considerably among the institutions. In many instances requests for materials do not arise with the people who use them and it is not uncommon that faculty members are uninformed concerning the budget which is approved for the department or work for which an individual faculty member is responsible.

V. *Enrollment*—In all but two junior colleges the enrollment standard is met in full. In at least one instance the junior college is not concerned with recruiting a greater enrollment.

VI. *Facilities*—If facilities are judged in terms of the building being well-cared for, the junior college would rate quite well in most instances. However, if facilities are judged in terms of what may be included in a junior college program then many inadequacies exist. The public junior college and high school are crowded together in five instances. There is not a single library in the public junior colleges which provides the kind of facilities which ought to be included. In only a few instances are facilities available for instruction of a technical character. It may be the demand does not justify the inclusion of such facilities.

VII. The general attitudes of the community towards the junior college is quite satisfactory. However, in only a very few instances has there been vigorous effort to involve the community in the determination of the services which the junior college will offer. Due to the excellent attitudes which exist the framework for conducting surveys is readily available in most instances.

VIII. *Records*—Next to the satisfaction indicated by local study committees regarding school boards, records and record-keeping receive the highest rating. Records kept are precise, easily available, permanently and safely housed in nearly all instances. Items included have been carefully selected and are pertinent. The major suggestion is that records are too limited and do not adequately provide the necessary data for a considerable amount of personnel work. Testing, health, and followup items were most frequently identified as areas of inadequacy.

IX. *Catalogs*—Most institutions present a catalog which does a reasonably good job of presenting the program of the institution. There is, however, room for improvement such as making the catalog more complete, more accurate, and improved in format and editing.

X. *Admissions*—Admission practices are fairly satisfactory. There are, however, instances in which the procedure for validating credit from other institutions is not well defined. This is particularly true regarding transfer students from unaccredited institutions. This is probably the result of very few transfers to junior colleges occurring from unaccredited schools.

XI. *Graduation Requirements*—In nearly all instances graduation requirements are clearly stated and insofar as the committees have been able to determine they have been rather uniformly applied.

XII. *Counseling Services*—Counseling services provided are limited in most cases. More preenrollment information is needed. More use of collected information should be practiced and follow-up studies of those who leave the school should be established. All of these activities are practices by one or more institutions, but complete procedures are followed in very few cases.

XIII. *Scholarships*—There are not a great many scholarships available but such as are available, if based on scholarship interest, are well supported and administered. The amounts of scholarships are quite limited. There is little evidence to indicate that junior college programs are improved as a result of scholarships offered exclusively for the purpose of developing outstanding junior college athletic teams. There is evidence to indicate that the academic program and the junior college program generally is as great in institutions which do not follow this procedure.

XIV. *Health Provisions*—Health provisions are rather meager in most instances. This is no doubt occasioned by the fact that a high percent of junior college students live at home and depend upon initiative of the family and family health plans to take care of their needs. However, considerable number of students are rooming away from home to attend junior college. Many of these students have no access to definitely defined health service.

XV. *Curriculum*—The curriculum of the junior colllege is articulated quite well with colleges and universities to which most of the students transfer and with the high schools in the district maintaining the junior college. Relationships with other high schools are almost uniformly weak. The strongest area of instruction is the liberal arts major paralleling the first two years of a four-year college or university curriculum. Business courses and some industrial arts are found in most institutions. Offerings in music, art, agriculture, and home economics are uniformly weak. There are, of course, exceptions. In most instances the curriculum is not specifically designated as the responsibility of the faculty. Most faculties, however, become involved in the determination of the curriculum.

General education, as commonly referred to, has not been an objective of major study by junior college faculties. The strength of program varies almost directly with the availability of continued services of a strong teacher.

Adult programs of specialized nature are made available on a short-term basis in many instances. Extra class activities vary. Some excellent opportunities are provided for the development of student initiative, however there is also evidence of considerable paternalistic provision of college activity.

Outside the activities involved in the preparation for evaluations there has not been aggresive activity in supporting formal plans for improvement of curriculum or instruction.

XVI. *Library*—The library is second in importance only to the faculty in an educational program. There is a general under-emphasis of the importance of the library in Kansas junior colleges. Specific references are usually available but in some cases this is not true. The average library reported to the American Library Association last Spring housed 9,000 volumes. This represents the maximum included in our Kansas public junior college libraries examined thus far. One church-related two-year college has a holding of approximately 20,000 volumes. A good modern library should provide newspapers and periodicals which cover general and technical items in each of the subjects taught and provides information of an official character from the national, state, county, and local governments. There should be available also current literature which deals objectively in the fields of international relations. Numerous ones of our colleges meet many of these requirements but very few meet all of them.

A good library should provide space for individual and group or committee study. There should be included space for showing films, listening rooms, dis-

> play or art materials and for housing and use of other audio-visual aids. No public school library meets this kind of demand, however provisions of such facilities is not beyond the means of many of our schools.

These evaluations provided background and stimulus for all those in the state who were interested in these institutions to work toward improvement of these junior colleges and to assist in the elimination of restraints to future developments. Three items of restraint were clearly identified as (*a*) finances, (*b*) control, and (*c*) location.

The results of the evaluations gave a new look to Kansas junior colleges and gave rise to an intensified effort for improvement through legislation.

The legislative effort to follow found the State Department of Public Instruction with F. Floyd Herr, Carl L. Heinrich, and Eileen Heinen, supported fully by Adel F. Throckmorton and W. C. Kampschroeder, close partners of the members of the Junior College Association in working on the new improvement project.

For a period of one year following his status as President Emeritus of Pittsburg State Teachers College, Dr. Rees H. Hughes worked with the State Department of Public Instruction and institutions of higher education. During this period of time he gave substantial attention to the junior college program. This provided Dr. Hughes with recent information to support his long-time advocacy of the junior college movement. This experience was of tremendous value when he later became a member of the house of Representatives' Education Committee and was one of the chief advocates of the community junior college law which is discussed at some length in this document.

The junior college standards, along with the respectability accorded by the university and other similar four-year institutions to credits earned in the junior colleges, actually contributed to the continuance of an earlier thought that regional accreditation was not needed. The prevailing attitude was expressed by J. F. Wellemeyer, when, in 1936, he made these remarks:

> We have not attempted to line up our accreditation relations with the North Central Association for two reasons—the expense of the North Central inspection seemed almost prohibitive and we seem to be getting along very well without such accreditation.[20]

Another reversal of trends in junior college activity related to the North Central Association of Colleges and Secondary Schools. Until recently evaluations of these institutions by the North Central Association focused attention on the liberal arts curriculum. Several institutions in other states rejected for membership were criticized in the North Central Association reports because of their emphasis on vocational and technical offerings. For these reasons most junior colleges in Kansas declined to apply for membership in the North Central Association. In his contacts with North Central Association officials, Mr. Herr concluded that fear of North Central Association accreditation for these reasons was no longer sound. He visited or communicated with each official of the North Central Association concerning this matter and became convinced that the trend should be reversed and junior colleges should begin seeking North Central Association accreditation. This matter was discussed with the junior college deans and they agreed that Mr. Herr should officially present this point of view at the state junior college meeting to be held in Independence, Kansas on October 16, 1954. In his presentation, Mr. Herr made the following comments:

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[20] Wellemeyer, J. F., Speech at Lawrence, *op. cit.*

> It is to the credit of the North Central Association of Colleges and Secondary Schools that as a voluntary accrediting agency, it has recently assumed a new character in the junior college field and now recognized the unique function of the community college. I have not criticized Kansas junior colleges in the past for remaining aloof from membership in the NCA and have not in any instance urged that they seek membership. However within the past few months, investigations which I have made and conversations which I have had with NCA officials convince me that for the future, Kansas Junior and Two-Year Colleges or Community Colleges or by whatever other title they operate would be wise to seek NCA membership at once if they qualify.
>
> Good accrediting procedure also guarantees to the institution freedom to operate on the basis of objectives which may differ from the basis upon which other institutions conduct their programs. It is under this philosophy that the modern community college has come into its own. It is this philosophy that freed the junior college from the shackles of the parallel curriculum of a four-year college and permitted its sponsors to serve the local community with terminal, general, vocational, and specialized educational services, many times of a non-credit character, while offering concurrently a curriculum parallel to departmentalized offerings of the first two years in a four-year institution.
>
> Junior and two-year colleges must continue to demonstrate through their programs that their offerings are of college caliber and thus answer the critics who continue to classify all junior college study as "more high school."
>
> Holding power of the high school and the increased number of births will come near doubling the number of students knocking at your door within the next 15 years. I have every confidence you will continue to maintain and improve programs which will merit the recognition being accorded the two-year program today.

This was done and several junior colleges later achieved North Central Association accreditation or designed a program to move in this direction.

With the establishment of the College Accreditation Section within the Department of Public Instruction, and the later appointment of Dr. R. H. Hughes as an interim director, prior to the appointment of Carl L. Heinrich as a full time director for junior colleges with other assistants to augment the efforts of Mr. Herr, the application and supervision of these standards of accreditation assumed even greater proportions.

Curriculum

There is considerable data which indicates that most curricular requirements in the early years of our state's junior colleges were copied directly from the catalogs of four-year institutions in the mid-west area.

However, while this was the general practice during these early years, the junior college administrators' opinions regarding junior college objectives, given in 1936, were as follows:

Arkansas City—"1. To fill the interim between high-school graduation and the time of productive employment in the commercial world and in worthwhile educational development.

2. To offer two years of college work to those who plan to complete the bachelor's degree, or to enter a professional school.

3. To offer some terminal courses with specific preparation such as secretarial course."

Coffeyville—"The junior college is the answer to the demand for more public education. The American people have been increasing the training of youth rather steadily during the past six decades. The expense of this increase has reached a limit. The junior college can do the job economically."

El Dorado—"The junior college should encourage young people to go beyond a high-school education for either a two-year practical completion course, with special emphasis on culture and citizenship, or to lay a dependable, high-class foundation for a complete college or university course."

Fort Scott—"The Public Junior College should be the capstone of free public education furnishing practical, cultural, liberal, and recreational experiences suitable to the various levels and needs of the community, including adults.

Garden City—"Our junior college should give more practical courses for the student who will not continue his college work. We need a better guidance program and also a more extensive program for adult education."

Hutchinson—"To help the person to learn to fit into his community in a more understanding way, to appreciate his duties as a citizen, and to be able to make a greater contribution to society."

Iola—"Judged solely on the basis of the students, our function is to prepare for additional college work. A program fitting the facts would pay more attention to terminal courses."

Parsons—"The original organization of the junior college was influenced largely by university standards. Now we are thinking more in terms of the many students who will never enroll in a senior college or university.

Independence—"The curriculum of the junior college of tomorrow will have to give more consideration to the requirements of students. Instead of telling us to follow the well-beaten path, the universities will have to aid us in the solution of the problem which actually exists. We should change our curricula to do the most good for the largest number of people."[22]

As further evidence of this growing awareness of the need for a change, Dr. E. F. Engle, in assisting with the revision of junior college standards in the late twenties, made a signed, but unpublished recommendation for a more liberalized definition of the junior college as follows:

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[22] Wellemeyer, J. F., Results of Questionnaire Survey, *op. cit.*

> A junior college is an institution of higher education with a curriculum covering two years of work equivalent in prerequisites, methods, aims, and thoroughness to that done in the first two years of accredited four-year colleges and such other courses of study as will prepare students to continue in four-year curricula leading to other than A. B. degrees or completion courses in such vocations as will meet the needs of the local community.[23]

Dr. Leonard V. Koos, who exerted a tremendous influence on the development of junior colleges in Kansas, in an address before the College Section of the State Teachers Association meeting in 1935, dwelled upon the fact that the junior colleges had not identified themselves with a number of tendencies to liberalize the work of the first two years. Wellemeyer, in commenting thereon, had these comments:

> The conservative attitude of junior college men is that pretty generally we have been hindered in our plans to establish terminal courses and in other ways liberalizing our curriculum by the rapid growth of our enrollments . . . also
>
> We have learned not to be too bold in our advocacy of new courses, through fear of the over-shadowing and over-powering effect of the larger universities.[24]

In characterizing the early curricular endeavors one should recall the fact that the junior college was founded upon the singular purpose of providing two years of traditional academic college work, and the evidence is clear that the State of Kansas has, through direct or indirect procedures, tended to insure that this tradition would prevail.

However, some Kansas junior colleges have liberalized their curriculums and services, and astonishingly enough, many such programs were successful. A list of vocational-technical programs and course offerings in the junior colleges are found in the appendix. These programs were, however, too few in number due to the limitation of adequate financial resources for securing staff personnel, building facilities, and instructional materials rather than through a lack of vision on the part of the administration relative to the need and desirability for liberalization.

The success of those liberalized curricular efforts by junior college personnel is the result of continuous efforts to develop programs of this nature. These successes refute the statements frequently made that the junior colleges were not interested in vocational-technical phases of education until state and federal funds became available in recent years. (*See publication by F. Floyd Herr in 1946-1954 and by Wellemeyer in 1936 (Appendix F) for validating data collected.*)

Apathy and antagonism toward the liberalization of the curriculum and to the junior college in general seems to have been generated by those not familiar with the expanding philosophy connected with such institutions and from the unwillingness to accept the fact that public education is the responsibility of the state and that equality of post-high-school educational opportunity lies in the establishment and nurture of expanded curricular patterns rather than in the limitation to a singular pattern for a select few.

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[23] Engle, E. F., Unpublished Recommendation, 1925.

[24] Wellemeyer, J. F., Speech at Lawrence, *op. cit.*

In this respect, the Report on Higher Education in Kansas, 1962, contains the following:

> Equal Educational Opportunity, or the open door policy for higher education, is important to the people of Kansas. Our technological and democratic society requires that every boy and girl should have the opportunity to develop whatever talents he or she may have. By reconstructing the junior college system the state can maintain that policy and render even greater service to its young people.[25]

The above statement indicates that the junior colleges should play an increasingly greater role in post-high-school education and support the State Department of Public Instruction philosophy that additional curricular functions other than the singular college parallel are essential. Only in this way can the needs of our post-high-school youth be met and be made compatible with the demands of modern society.

Senate Concurrent Resolution, No. 22

The last piece of junior college legislation passed by the Kansas Legislature during the developmental period came about in 1963. Faced with a crisis brought about by expanding enrollments, an antiquated legal structure, and inadequate financial resources to meet the demands for post secondary educational needs within the existing junior college districts, members of the Kansas Public Junior College Association did, at their annual fall meeting at Hutchinson, in 1962, reaffirm their position relative to the necessity for focusing efforts upon securing legislative proposals which would provide for a thorough study of the role, function, financing, and organization of Kansas junior colleges. The Legislative Committee of this organization was augmented with additional members under the chairmanship of Dr. O. L. Plucker, Superintendent of Kansas City Schools, and was directed to pursue a course of action aimed at bringing about such a study. The State Department of Public Instruction gave strong direction and support to this movement.

In view of the efforts of this Legislative Committee, the implications contained in the Report on Higher Education, 1962, and the successes in other states with the junior college movement, Senate

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[25] Report on Higher Education in Kansas to the Board of Regents, *Kansas Plans for the Next Generation,* Panel of Advisors, Topeka, Kansas, December, 1964, p. 5.

Concurrent Resolution, No. 22 came into being with the necessary finances to carry out the provisions thereof.[26] (*See Appendix A for details.*)

As was expected, the Kansas Legislative Council delegated the responsibility for implementing this proposal to its Committee on Education. Committee members were Senator Laurin W. Jones, Dodge City, Chairman; Representative John D. Bower, McLouth, Vice-Chairman; Representative Edward B. Boyd, Larned; Representative Walter Ford, Ulysses; and Senator Glee S. Smith, Jr., Larned.[27]

The Committee on Education, in accepting this responsibility, appointed an Advisory Committee of educators to perform the study and to report their recommendations. These committee members were:

Rees H. Hughes, Chairman, President Emeritus, Kansas State College of Pittsburg, Member, Kansas House of Representatives.

Kenneth E. Anderson, Dean, School of Education, University of Kansas.

Aaron W. Harper, Chairman, Department of Education and Psychology, Kansas State College of Pittsburg.

F. Floyd Herr, Director of the Division of Accreditation and Teacher Certification, State Department of Public Instruction.

Thaine D. McCormick, Director, State Board of Vocational Education.

O. L. Plucker, Superintendent of Schools, Kansas City, Chairman, Research Commission, Kansas Public Junior College Association.

Edwin J. Walbourn, President, Butler County Junior College, President, Kansas Public Junior College Association.[28]

Assisting the Advisory Committee were:

Camden Strain, Assistant Director, Research Department, Legislative Council.

Carl L. Heinrich, Director, College Accreditation Section, State Department of Public Instruction.

Eileen Heinen, Assistant, College Accreditation Section, State Department of Public Instruction, Secretary to the Advisory Committee.[29]

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[26] Kansas Legislative Council, Report and Recommendations, State Printer, Topeka, Kansas, December, 1964, p. 5.

[27] Advisory Committee on Education, *Report of the Advisory Committee on Education*, to the Committee on Education, Kansas Legislative Council, Topeka, Kansas, October, 1964, p. iii.

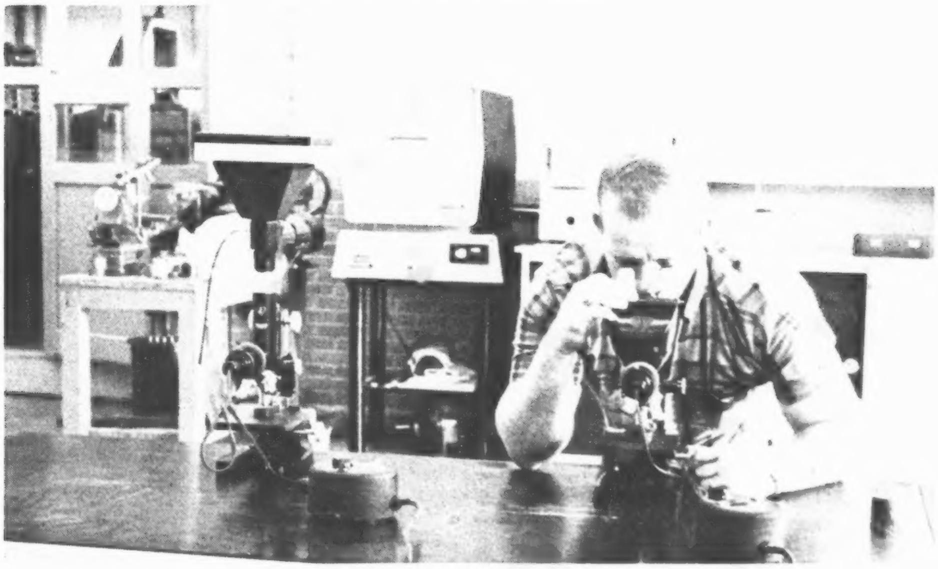
[28] *Ibid.*

[29] *Report of the Advisory Committee on Education, op. cit.*

Zoology class, Parsons (now Labette) Junior College, 1940.

Metallurgy laboratory, Hutchinson Community Junior College, 1967.

50 years of progress



The Kansas Community Junior College—Establishment

Report of the Advisory Committee

In accordance with instructions, the Advisory Committee, under the able leadership of its chairman Dr. R. H. Hughes made an exhaustive study of the problem to two-year post-high-school education in Kansas. During the course of extensive deliberations, they received assistance from many individuals and groups before arriving at final conclusions and recommendations. In an effort to indicate the widespread interest in this study and the diversity of informational sources, a list of acknowledgements is presented in Appendix H. The committee prepared a report of findings and recommendations which was presented to the Legislative Council at their November, 1964, meeting. According to the report, there was a definite need for greater development of post-high-school educational opportunities in our state and the following generalizations were indicative of this position:

1. A conservative estimate of Kansas college population indicates that by the end of the next ten years, twice as many eligible college students will need opportunity to attend college. An enrollment increase to more than 120,000 students from the present 66,000 is anticipated.
2. A need exists in Kansas for more opportunities in post-high-school occupational education. Business and industry express continued need for trained personnel. The greatest increases are expected in those occupations which require more training.
3. Approximately half of Kansas high-school graduates do not enter college, and half of those who do enter college do not continue long enough to earn a baccalaureate degree.
4. A wide variation in patterns of attendance beyond high school exists among the various areas of Kansas. Students living in some parts of the state are in many respects deprived of an accessible and adequate opportunity to continue their education.[1]

This report does, in its recommendations, state the following:

Although Kansas has a long history of junior college development since 1917, reorganization is urgently needed to enable these institutions to serve a variety of educational needs at the post-high-school level. Despite limited financial resources which have severely curtailed their development, Kansas junior colleges, within their limited resources, have accomplished a remarkable record for at least the university parallel function of a community junior college.[2]

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[1] Hughes, Rees H., Chairman, Advisory Committee on Junior Colleges, *Community Junior Colleges,* Report to the Kansas Legislative Council, Topeka, Kansas, 1964, p. XV.

[2] *Loc. cit.*

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The report continues further:

> However, a long-range plan should be developed to include provisions for: (1) A diversity of post-high-school educational opportunities, (2) a geographic dispersion of institutions to provide more opportunities within commuting distance of students, and (3) adequate financial support for all post-high-school institutions. . . .[3]

It was pointed out that, in view of the type of services now being provided by the state's four-year institutions, it was felt that the two-year colleges would not be competitive with the four-year institutions but would actually supplement their efforts while at the same time providing for expansion of post secondary educational opportunities. Such expansion would provide additional opportunity in the general as well as in the technical and occupational areas to many Kansas youth who might otherwise be deprived of such opportunity. Relative to this matter, the report states:

> . . . We believe that a state system of junior colleges would fill a gap in our educational system and would benefit the economy of Kansas and its people.[4]

In view of the above mentioned belief, the Advisory Committee formulated a plan for the establishment and implementation of a state system of community junior colleges and submitted thirty-six specific recommendations. These recommendations were of such significance that they have been reproduced below:

> 1. A totally new body of legislation for community junior colleges be developed and enacted which will provide for establishing:
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> (*a*) A system of high quality, community-oriented junior colleges operated in various local communities distributed throughout the state;
>
> (*b*) A plan of organization, administration, supervision, and financing which will promote high quality educational services at the community junior college level;
>
> (*c*) A system which can properly be coordinated with the secondary schools and community educational needs of the state as well as with the programs of the higher degree granting colleges and universities of the state; and
>
> (*d*) A system which can provide for an orderly transition of the 14 presently established junior colleges in order that each one may be incorporated into the new system, continued without change, or terminated, depending upon the local conditions as well as the desires of the board in each of the several communities. (A fifteenth public junior college was established in Kansas by action of the voters of the Colby school district on July 1, 1964. Statutory provisions, however, prevent this college from participating in the distribution of county and state funds.)
>
> 2. The junior colleges which comprise this system be organized and established in accord with newly enacted legislation and officially designated as Kansas Community Junior Colleges. As such, the committee recommends they be supervised, financed, and administered under the terms of the newly adopted legislation.
>
> 3. The state be divided into approximately nineteen junior college areas with boundary lines more or less flexible and that all additional post-high-school education programs be developed in relationship to this "blueprint."

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[3] *Loc. cit.*

[4] *Loc. cit.*

4. The long-range plan designed be to place two years of post-high-school education within commuting distance of all high-school graduates in the state.

5. As a matter of policy and to the extent practicable, the state area vocational-technical schools be incorporated and operated within the organization of the community junior colleges.

6. Community junior colleges be operated so as to relieve in increasing proportion state college and university enrollment at freshman and sophomore levels.

7. The system of community junior colleges be financed and administered cooperatively by the state and by local districts, with the state principally responsible for coordination, standards, supervision, accreditation and research, and the local districts responsible for control, management, and operation.

8. The State Board of Education be designated as the state community junior college authority with state administration, standards, supervision, and accreditation of community junior colleges centered in a Division of Community Junior Colleges in the State Department of Public Instruction. The division should be organized, managed, and financially supported in a manner which guarantees opportunity to attract a director qualified by experience and education, which makes possible the provision of adequate staff and assures necessary materials, equipment, and administrative budget to implement properly the proposed plan of services.

9. The State Superintendent of Public Instruction nominate for the Board's approval a State Director who shall serve as coordinator for community junior colleges.

10. The community junior colleges prepare and submit reports as required by the Division of Community Junior Colleges.

11. A State Advisory Community College Council be established to be composed of the State Superintendent of Public Instruction; the State Community Junior College Director, who shall be secretary; the State Director for Vocational Education; the Executive Secretary of the State Board of Regents; one member of the Board of Regents appointed by the State Board of Regents; and six citizens broadly representative of business, labor, agriculture, education, and such other interests as may be nominated by the State Board of Education and appointed by the Governor.

12. Local control of the community junior college be vested in the local board of education when the college operates as a unit of the public school system.

13. Local control be vested in an elected community junior college Board of Trustees of six members when the college operates in a separate district and that the members be qualified electors of the district with their election and term of office to be prescribed by law.

14. The local administrative officer of the community junior college be designated as president, and that he be responsible to the chief administrative officer when the junior college is a part of a school system and to the Board of Trustees when the institution is in a separate district.

15. Legislation be adopted to permit organization of a community junior college only by:

(*a*) A county; or

(*b*) Any combination of adjoining counties or parts of two or more counties but which contains at least all of one county; or

(*c*) Any area containing less than a whole county but adequate in terms of assessed valuation and student potential to support a Community Junior College and approved by the Community Junior College Authority.

The committee recommends that all community junior colleges in the state proceed toward reorganization with the county or multi-county operation as a base.

16. The legislation recognize the fact that a community junior college may carry on its various programs in more than one center within a designated district. However, when more than one center is maintained or when more than one junior college is operated within a single county, the committee recommends that they be operated and maintained within the framework of a countywide or multi-county community junior college district, under the control of a board of trustees selected from the area as a whole.

17. The organization and establishment of a community junior college be dependent upon meeting legal requirements, standards, criteria, approval, and authorization of the state authority and that basic determining factors, for example, be district property valuation, student potential, and community interest.

18. A uniform procedure for determining per student operational costs be established by the state authority, and all enrolled students, resident and nonresident, be included.

19. State contribution to financial support for operation of each junior college be equal to fifty percent of the cost of current operation for the preceding year; provided that, during the first two years of operation under this new law, the budget as approved by the state junior college authority be used as a basis for determining the state's portion of the contribution.

20. The site be furnished by the local district.

21. Federal funds be administered in accordance with provisions of the federal act and the state plan implementing it.

22. Charging of student fees for instruction be optional with the local board, provided that a maximum amount which may be charged is established by the state authority: *Provided, however,* That the charges to each student will not exceed ten percent of the per student operational cost for the previous year.

23. For students residing outside the community college district but within the state, the county of residence pay tuition plus an amount equal to the local district's share of per student operation and capital outlay costs, said payment to be from a tax on all property within said county outside a junior college district.

24. No state support payments be made to community junior colleges for students who are not residents of Kansas. However:

(*a*) Fees for out-of-state students be determined by the local board.

(*b*) Foreign students attending on a student visa be charged on the basis of resident fee schedule.

25. The state assume responsibility for sharing the cost of capital expenditures on a systematic, long-term basis taking into account problems involved in provision of facilities on a current basis as well as long-term needs for replacement and modernization of plants and equipment; payment for capital and expenditures to be based on the principle of amortization of investments in buildings, equipment, and other capitalized items.

26. An amount equal to the total number of students who are residents of Kansas multiplied by $50 be paid for capital expenditures and debt service, and that all amounts paid for such purposes be placed in a special fund and expended only for the following:

(*a*) Direct payment for new buildings and equipment.

(*b*) Capital improvements to, and remodeling of, existing buildings.

(*c*) Purchase of additional equipment.

(*d*) Additions to buildings.

(*e*) Site improvements.

(*f*) Architect's and professional fees associated with capital expenditures.

(*g*) Payment of principal and interest on bonded debt incurred for any of the above purposes.

The committee recommends that such funds be permitted to accumulate for future needs and be invested in the same manner as special building funds of public schools.

27. Community junior college districts be authorized to levy ad valorem taxes for operating purposes and capital costs.

28. Community junior college districts be authorized to issue general obligation bonds not to exceed five percent of the assessed valuation of the district, upon approval by majority vote of those voting in an election called for such purpose, and to levy ad valorem taxes necessary for payment of principal and interest thereon.

29. State funds for support of community junior colleges be appropriated to the state authority for reallocation to qualifying institutions.

30. Before being eligible for state funds, a community junior college conform to the following criteria:

(*a*) A minimum unadjusted valuation of all taxable property within the district in an amount not less than $20,000,000, and a minimum land area having adequate taxable property and student potential to maintain a community junior college program and comprising preferably at least one entire county.

(*b*) A minimum Kansas resident high school enrollment of not less than 900 pupils in grades 9-12 within commuting distance of the proposed junior college from both public and non-public high schools.

31. Educational offerings of the community junior colleges be concerned with programs terminating after two years of study or less; with leeway provided for possible development of some technical curricular offerings which may require more than two years for completion, all of less than baccalaureate level, however.

32. Community junior colleges operate with programs which may vary from a single purpose curriculum to a comprehensive, widely diversified, multicurricula, dependent upon local area wishes, needs, and resources.

33. The system of community junior colleges provide, within the system as a whole and to the extent needed and possible within each college, educational opportunities and services in each of the following areas, but not necessarily limited thereto:

(*a*) The first two years of college work which can be transferred to a senior college or university and applied toward an undergraduate degree. Courses for transfer credits shall be cooperatively coordinated with similar courses in four-year institutions.

(*b*) A program of general education liberal arts appropriate for persons who will terminate their formal school education upon completion of two years of college work or less.

(*c*) Technical, business, and semi-professional programs including preparation of persons for employment in newly developing semi-professional and technical occupations evolving as a result of the scientific and technological changes in today's economy.

(*d*) Occupationally-oriented programs of non-college transfer credit courses developed with assistance of appropriate advisory committees from trades and industry.

(*e*) Programs of remedial and/or high-school completion for students of post-high-school age.

(*f*) Programs for adults—non-credit courses, seminars, in-service training and retraining of workers; and other programs of community service.

(*g*) A program of student activities.

(*h*) A program of guidance and counseling services necessary for the full-time and the part-time student to assess his capabilities and interests and to enable him to choose intelligently the educational offerings consistent with realistic goals and aspirations.

34. Programs and services offered by individual community colleges be determined by studies of the educational and service needs of the community area, with consideration given to the needs of the state and the nation.

35. Students to fulfill requirements for graduation from an accredited community junior college be eligible for the associate degree, a diploma, or certificate of completion.

36. The existing junior colleges and the newly organized community junior colleges not be permitted to become the nucleus for four-year institutions of higher education.[5]

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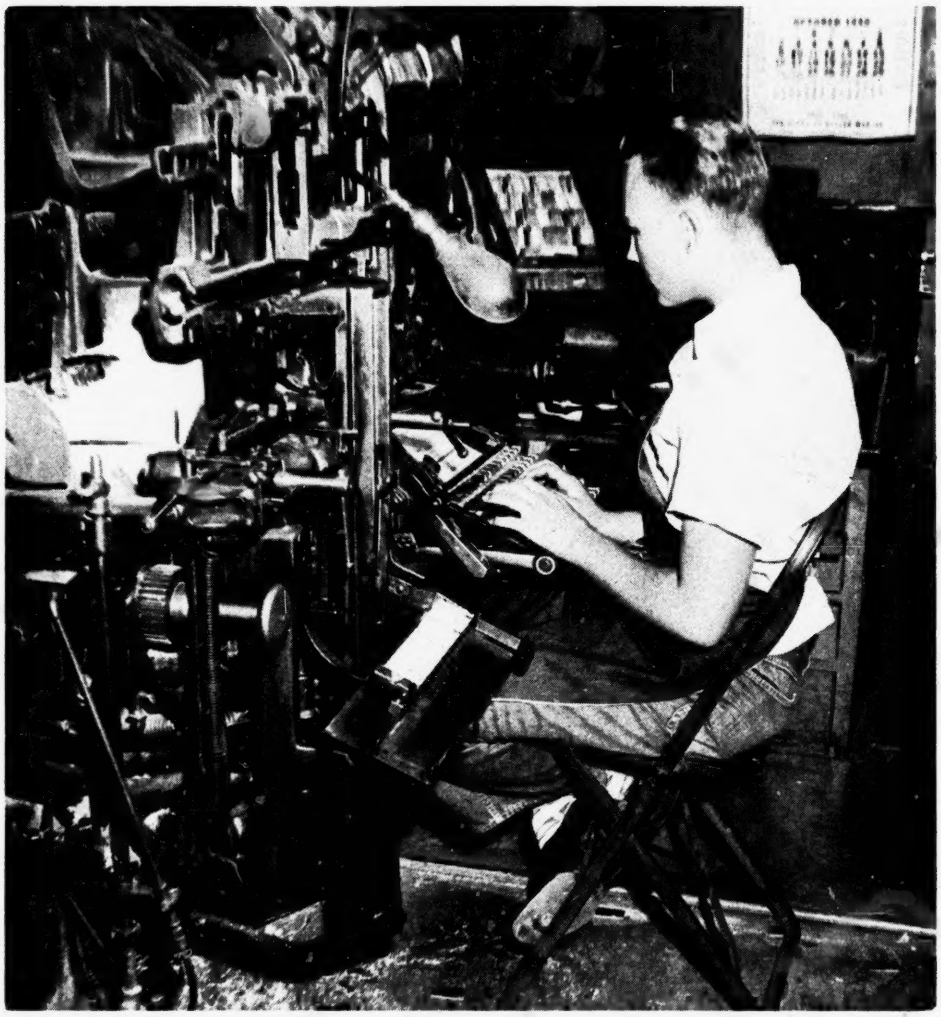
[5] *Ibid.*, pp. xvi-xxii.



Linotype operation, Parsons (now Labette) Junior College, 1940's.

Report of the Legislative Council

It is evident that the Council's Committee on Education, in accepting the Advisory Committee's report, did consider the report as constituting only partial fulfillment of their assignment. The following statements are indications of this fact:

> . . . However, the committee has felt that its responsibilities would not be discharged under the terms of the resolution, nor its assignment from the legislative council completed, by merely transmitting the report of the advisory committee.
>
> . . . The proper function of the council's committee, as perceived by its members, was to evaluate the recommendation of the experts, and then draft a final report containing recommendations in the light of a sound legislative program for the forthcoming session of the legislature. We believe this approach to be of most benefit to Kansas.[6]

In view of the position taken by the Council's education committee, it is not surprising, that the Legislative Council's final conclusions and recommendations differed somewhat from the Advisory Committee's report. The council's conclusions were summarized by the following basic principles:

> 1. In all areas of the state not within reasonable commuting distance of a public or private college, two years of post-high-school education should be made available within reasonable commuting distances of potential students, under locally operated units administered by an area-wide elective board of trustees.
> 2. A state-wide plan of post-high-school education areas should be adopted to prevent wasteful and unnecessary overlapping and duplication and to avoid leaving significant isolated unserved areas without educational opportunity.
> 3. One system of public two-year post-high-school organization should be created subject to supervision at the state level by a single state agency authorized to administer state supervisory functions over all locally operated schools.
> 4. The establishment of units in the state-wide plan should be subject to compliance with realistic criteria relative to population, high-school pupils enrolled in grades nine through twelve, potential post-high-school students, financial resources, adequate curriculum, and attitude of the community.
> 5. Financing of the program should be the primary responsibility of the area served with a substantial contribution for operation expenditures from state revenue sources comparable to that provided by the state for elementary and secondary schools. The legislature may want to consider an allowance for capital improvement purposes.
> 6. Students should be required to contribute toward the cost of their education by payment of tuition in addition to customary activity fees. The county of residence of Kansas students attending from outside the taxing district should pay a uniform tuition amount equivalent to the previous year's average operating cost per student in all accredited junior colleges, less the tuition paid by the student and the state contribution. Out-of-state and foreign students should be charged tuition equivalent to the previous year's average cost per student in all accredited junior colleges, but not to exceed the average tuition charged out-of-state and foreign students at the state colleges and universities.

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[6] Chase, Harold H., Chairman, Kansas Legislative Council, *Report and Recommendations*, Proposal No. 2, 1964, pp. 5-6.

7. The curriculum offered in post-high-school education areas should provide for the system as a whole, and to the greatest extent possible within each unit (at least a majority of) the following:

(1) Two-year terminal programs from students not going on to a four-year college for a degree.

(2) Transfer programs of the first two years of regular college work for students who want to complete a four-year college program.

(3) Technical, semi-professional, and occupationally directed programs of a vocational nature.

(4) Continuing education for adults including non-credit courses and courses for job retraining and job advancement.

(5) Programs of high school completion for students of post-high-school age.[7]

The Legislative Council submitted its report, along with the report of the Advisory Committee, to the appropriate committees of the 1965 legislature for possible action.

The Community Junior College Act

As a result of the reports of the Advisory Committee and the Legislative Council, the Senate Education Committee, under the chairmanship of Senator Joseph Harder, and the House Education Committee, under the chairmanship of Representative John Bower, proceeded with long hours of deliberations and hearings relative to the development of an equitable and sound law for the state's two-year colleges. While much credit can be attributed to the members of these two committees and to Governor William Avery for his support in providing a financing program in accordance with the provisions within the legislation, other members within both branches of our state government provided strong support toward its development and passage. Special recognition should be accorded to Representative R. H. Hughes, a long time supporter of the two-year college movement in Kansas. Without his yeoman efforts and guidance, the final outcome could have been much different.

The resultant legislative proposal, *House Bill 893,* was passed into law by the 1965 legislature with a unanimous vote by the House and only a few scattered votes of opposition in the Senate. The complete details of this legislation may be found in the *Kansas Statutes, 1965,* and are carried in full in Appendix L.

Through this act recognition had been accorded to the Kansas two-year college and the flexibility for development into a truly comprehensive institution was deeply imbedded within the law. A new foundation and framework had replaced the provisions of the antiquated 1917 law and the additional confusion brought on by the numerous special and local laws relating to specific institutions. With this action, Kansas had taken a big step forward in regaining some of the prestige it formerly had acquired as a leader in the junior college movement.

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[7] Chase, *op. cit.,* pp. 7-9.

The Community Junior College Advisory Council

Consistent with the provisions of the new legislation, plans were immediately initiated to establish the Advisory Council and the members were appointed by the Governor. Those individuals, with the organizations or areas which they represent, are:

Donald E. Bonjour, State Board of Education (Replaced Ailene Beall-Resigned);

Dr. Wilbur Billington, Industry;

Dr. M. C. Cunningham, President of a State College;

John F. Eberhardt, State Board of Regents;

Garland P. Ferrell, Agriculture;

Dr. Jack M. Flint, Chief Administrator of a Community Junior College;

Rev. Alcuin Hemmen, O. S. B., Kansas Association of Private Colleges;

Clifford Hope, Jr., Professions;

Dr. Jack Kinder, Secondary Schools;

Jack McGlothlin, Labor; and

John Collins (Replaced Dr. George D. Marshall), Board of Trustees of a Community Junior College.[9]

Although the law was somewhat vague as to the definite duties of this Advisory Council, its first activity was in assisting the State Superintendent of Public Instruction in the development of a State Plan which would authorize criteria and standards for establishing new community junior colleges. It would also influence the philosophy of the state system for community junior colleges, and would make recommendations to the legislature for the future development of the system.

Junior College to Community Junior College

Under the provisions of Section 10, Paragraph (*d*), of this legislation,[10] any existing junior college could petition the state authority to become a community junior college and would, thereupon, be deemed to have been approved. The State Department of Public Instruction furnished the necessary forms for requesting "deemed" approval, and all existing institutions began the new fiscal year, on July 1, 1965, as community junior colleges.

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[9] Kampschroeder, W. C., State Superintendent of Public Instruction, "*Kansas State Plan for Community Junior Colleges, 1967,*" p. 1.

[10] Throckmorton, *op. cit.*, pp. 127-128.

Business education, El Dorado (now Butler County) Junior College, 1948.

Data processing, Butler County Community Junior College, 1967.

50 years of progress

Community Junior College Development, 1965-67

State Plan for Community Junior Colleges

During the early stages of the developmental period, each of the community junior colleges was involved with various activities within its respective districts to implement the community concepts embodied within the provisions of the new legislation. At the same time, the Community Junior College Advisory Council was busily engaged with its efforts to assist in the development of a state plan for a system of community junior colleges. The efforts of the Advisory Council were brought into focus when its recommendations were approved and signed by Superintendent of Public Instruction, Adel F. Throckmorton, on March 11, 1966. With this action, the first state plan of this nature for Kansas was formalized.[1]

While the Advisory Council members recognized that this plan would need future study and revision, it is evident that they felt this document to have merit for the present. It is also apparent that Superintendent Throckmorton held much the same view when, in his statement of approval, he said:

> "This State Plan is hereby approved subject to further study by the Advisory Council for Community Junior Colleges and the State Superintendent of Public Instruction . . ."[2]

A similar position was taken by his successor, Superintendent of Public Instruction W. C. Kampschroeder, when, on January 6, 1967, he approved and signed a similar but later edition of this plan, one which included the Advisory Council's recommendations for legislative changes to the 1967 Legislature. His statements did, however, allude to the approval of *Amendment Number Three* by the electorate, on November 8, 1966, and indicated that more study would be required as a result.[3]

Since the significance of this state plan is evident, a brief discussion of the background and the essential features follows.[4] (*For a more detailed presentation, see Appendix G.*)

The purpose of the state plan was to develop a relatively uniform system of quality public community junior colleges which could be easily integrated into the higher educational system of Kansas.

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1. Throckmorton, Adel F., State Superintendent of Public Instruction, *Kansas State Plan for Community Junior Colleges*, State Printer, Topeka, Kansas, 1966, p. 11.
2. *Ibid.*
3. Kampschroeder, W. C., State Superintendent of Public Instruction, *Kansas State Plan for Community Junior Colleges*, State Printer, Topeka, Kansas, 1967, p. 13.
4. *Ibid.*

Through implementation of the plan, it was hoped that a minimum number of institutions would be established within reasonable commuting distance of every potential Kansas student. The intent was that these institutions be separate entities having facilities and programs unique unto themselves.

The authority for the organization of these community institutions is contained in the 1965 Community Junior College Act (*K. S. A. 1965 Supp. 72-6901 et seq.*), and Section 6 of this act stipulates that the state authority will be responsible for developing the state plan.

Under provisions of the plan, community junior college areas, not to exceed twenty-two in number, were to be established. Location of such areas was to be determined by commuting distances for every student in the state, and only in exceptional circumstances could more than one such institution be developed in any single area. For purposes of determining locations, reasonable commuting distance was considered to be fifty miles or one hour's driving time.

The plan also established certain criteria of an additional nature to assist in determining the feasibility of locations. They included post-high-school needs not presently being met by existing institutions, numbers of potential students and an adequate financial base.

Districts which did not have junior colleges within their areas at the time of enactment of the legislation were provided with the procedures to be followed in securing permission to establish new institutions. The primary procedure involves as analysis of the area and its needs centering upon fifteen specific pieces of information.

Upon completion of the initial survey, the Advisory Council for Community Junior Colleges is authorized to review the application and to make its recommendations to the state authority. He may approve or disapprove the application based upon the recommendations or upon reliance of his own personal judgment. The final step upon receiving an approval is for the potential district to submit the issue to the electorate of the proposed district as provided in the law.

Guidelines for curriculum offerings are broadly outlined in the plan. Both the proposed and previously established community junior colleges must offer a wide variety of programs which usually fall into four general classifications: College or university parallel; occupational, which includes vocational-technical programs; guidance and counseling services; and public services.

Junior colleges in existence at the time of enactment of the law were limited as to the expansion of their districts. Territory could be added only under extremely limiting circumstances.

In areas of the state with high population density it was considered probable that the necessity might arise for the establishment of more than one community junior college in a district despite the restrictions on commuting distances. Procedures were established to provide for this possibility.

Certain academic requirements for staff members of the college were also established. In general, the colleges were to employ only those teachers who were noted for both competency in their chosen field and for the ability to teach. The minimum academic requirement was set at the master's degree, with a graduate major in the subject taught. Boards of trustees were also instructed to encourage their staff members to obtain thirty semester hours of work beyond the master's degree.

Teachers in the vocational-technical areas must meet the standards of certification as provided for in the *Kansas State Plan for Vocational Education.*

Recognizing the importance of full accreditation, the Community Junior College Act provided that those junior colleges in existence at the time of enactment of the legislation had two years to meet the requirements of the state plan and the standards for accreditation. New colleges had a three-year period in which to gain accreditation for their programs.

Legislative Recommendations

After the first year's operation under the provisions of the new law and state plan, needs for improvement were evident. In keeping with both the direct and implied functions inherent within the 1965 law, the Community Junior College Advisory Council directed its efforts toward recommendations as provided in the law. On December 7, 1966, the council did adopt, after much deliberation, the following recommendations and presented them to the state authority.

1. Increased State Assistance for Operations. Amend *HB 893* to read: The basis for distribution of the community junior college fund shall be ten dollars ($10) for each credit hour of each duly enrolled student who is a bona fide resident student of the State of Kansas during the current school term not to exceed 50 percent of the cost of operation as defined by the State Superintendent of Public Instruction.
2. Restore the Operating Levy to 5 Mills as Originally Recommended by the State Legislative Council and Increase to 8 Mills the Levy in a County or Counties in Which Two Junior Colleges Operate.
3. Authority to Create a Junior College Building Levy.
4. Create New Legislation to provide state financial support of not less than fifty dollars ($50) per full time equivalent Kansas resident student.
5. Provide additional legislation to authorized community junior colleges to consolidate.

(B) Define resident students.

(C) Clarify voting election laws in a community junior college district.

6. Provide community junior colleges authority to construct dormitories upon approval of the State Authority after advice from the Advisory Council for Community Junior Colleges.

7. Delete all reference to Advisory Council for Community Junior Colleges and to place Schilling Institute directly under the supervision of the State Board of Education by statute.

8. Provide one Advisory Council for the purpose of making recommendations relative to the establishment of new institutions or to the consolidation of existing institutions whether they be community junior colleges, area vocational-technical schools, or technical institutes.[5]

It is interesting to note that these recommendations, in addition to the adoption by the Kansas Public Community Junior College Association, were adopted, in part, by both the Kansas State Teachers Association and the Kansas Association of School Boards. Items one through five were endorsed into the legislative recommendations of each of these organizations.

Summary of 1967 Legislative Accomplishments

In the 1967 session of the Kansas Legislature, State Superintendent W. C. Kampschroeder presented his recommendations regarding the community junior college. Much of what he suggested was in agreement with the proposals of the Advisory Council. Differences were slight and did not materially change the concepts within the proposals.

Early in the session, it was brought to the attention of the legislature that procedures for election of board of trustees of community junior colleges were non-existent. This situation was corrected with the introduction and passage of *Senate Bill 71* and *House Bill 1149.* The former bill set up a basic plan with several alternatives. The latter bill related to holdover members of certain boards of trustees. Additional procedures for electing first boards of trustees in new community junior colleges were covered in *Senate Bill 307.*

The 1965 legislation had set limitations on the ad valorem tax at 5 mills for districts under $60 million in valuation and 3 mills for those districts exceeding $60 million valuation. *Senate Bill 152, Section 2,* raised the valuation limits so that districts with up to $75 million valuation could levy 5 mills, and it also increased from 7 to 8 mills the levy limit for counties in which more than one community junior college exists.

Midway in the legislative session, *House Bill 1551* and *House Bill 1557* were introduced. The combined features of these two bills embodied most of the concepts inherent within items one through five of the recommendations of the Advisory Council. *House Bill 1551* dealt almost exclusively with those proposals which did not involve expenditures of state funds, and it is the only one of the two to receive serious consideration. In the last few days of the session, however, the general features of *House Bill 1557* and of *Senate Bill 10,* which was aimed at the elimination of out-district tuition, were amended into *House Bill 1551.*

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[5] Kampschroeder, W. C., *op. cit.*, p. 13.

House Bill 1551 had been passed by the House without a dissenting vote. The Senate amended the bill with the above mentioned features. Upon referral to a conference committee, the amended version was subsequently passed by both branches of the legislature and sent to the Governor who, as was expected, vetoed it. His veto message of April 20, addressed to the Kansas House of Representatives, gave the following reasons for his veto:

> 1. My legal counsel after consultation with the Attorney General have advised me that there is a serious constitutional question involved in House Bill 1551 in that the enactment of this bill was in violation of Article 2, Section 15 of the Constitution of Kansas. In the event litigation resulted from the enactment of House Bill 1551 all junior college budgets would be in serious jeopardy and a chaotic result could ensue if this bill became law.
>
> 2. This bill is an example of what happens in the last hectic days of any general session. One bill becomes the vehicle for two or three other bills. This does not aid the junior colleges in their attempt to operate on a sound basis.
>
> 3. This legislation is discriminatory in that it provides additional support for students coming from outside the county but does not provide any property tax relief for people in the county with a junior college.
>
> 4. The junior college people have made the request that comprehensive legislation be held in abeyance until the next session of the legislature.
>
> 5. Several persons administratively connected to junior colleges have contacted this office and indicated their displeasure with this legislation.
>
> 6. Based upon student projections for next school year, it would appear that the budget requirement would be $1.8 million in excess of my recommended budget. This does not make for sound budgeting from the state level. Also, if the state is going to become this deeply involved in junior college financing, it must establish the medias, whereby we have greater audit control over the junior college expenditures.
>
> 7. I am instructing my staff to begin work immediately and in cooperation with the Legislative Council to determine the direction and commitment the state should make in the junior college program. Because of the importance of the junior colleges, I think it is important that we approach the problem responsibly. These proposals will be of benefit to all the junior colleges and not penalize the institutions as is the case with this legislation.
>
> 8. The Republican Chairman of the House Education Committee, John Bower, recommended this bill not be passed.[6]

With reference to this proposed legislation, it is obvious from the amendments attached and the subsequent veto by the Governor that the entire matter was extremely controversial and that a wide diversity of opinion prevailed in the legislature as to the best solution for resolving this problem. The merit of both actions will, no doubt, continue to be a focal point of controversy for some time to come. The reaction by the members of the Kansas Public Community Junior College Association relative to both the final amended version of the bill and to the governor's veto was expressed by Jack M. Flint, speaking in behalf of the association, when he was quoted in the April 21 edition of the *Kansas City Star* as follows:

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[6] Docking, Robert, Governor of the State of Kansas, *Veto Message to the Kansas House of Representatives,* Topeka, Kansas, April 20, 1967.

> The bill in its original form was good. The amended version had both its good and bad points . . . Our reaction to the Governor's veto is one of mixed emotions. We are not too happy and neither are we too upset. We are a group and all involved. We must consider how we are affected as a whole.
>
> We will be back next year to appear before the legislature in an effort to get some degree of determination as to what the role and function of a community junior college is to be in the total role of Kansas higher education. If we are to have a role, then we need to seek adequate financial support to carry it out.

Summary of Developmental Accomplishments Since 1965

Mr. Carl L. Heinrich, Director of Community Junior Colleges for the State of Kansas, has provided, in a letter dated May 18, 1967, the following summary of accomplishments for this period:

> Within four months after the passage of the law, all seventeen existing junior colleges were reorganized as community junior colleges. This change in organization meant separation of such colleges from high-school extension and provided authority and procedures (1) to enlarge the taxing district, by a vote of the people, (2) for elections to separate boards of trustees, and (3) many other items aimed at the development of collegiate institutions.
>
> Thus, the legislative action provided the spark which ignited the community junior college to action. Five college boards of education asked and were granted permission to hold special elections for new boards of trustees. Three colleges had governing boards representative of their county districts and were designated as the Board of Trustees upon the effective date of their reorganization. The remaining colleges continued with the board of education as the board of authority until June 30, 1967. Elections were held in April, 1967, to determine the membership of the boards who took office on July 1, 1967.
>
> During the past two years, fourteen colleges held elections for the purpose of expanding their existing taxing districts to include all or part of their resident counties. Three colleges were county district in size at the time of the effective date of reorganization.
>
> To date, Kansas has fifteen county community junior college districts with two additional colleges having approximately one-half of their county each as their district.
>
> Limited and submarginal facilities have plagued many of the colleges in the past. Four institutions are still located in the high-school buildings; others were moved into obsolete school facilities at the time new high-school buildings were constructed.
>
> Aware of the need for new or expanded facilities, ten community junior college districts passed bond elections for the purpose of constructing complete new campuses. Two additional bond elections failed. Two college districts have either completed or are in the process of completing new facilities for their present campus. Other colleges are in the process of preparing for bond elections either to add to present facilities or to build complete new structures.

> The community junior college is rapidly moving toward the comprehensiveness which is basic to its philosophy and uniqueness. Occupational programs, adult education offerings as well as upgrading of academic curricula are in evidence in most colleges with fifty-seven different vocational-technical and community service programs now being offered. Where educational needs and sources are being met, evidence shows students are attending the programs. Over eleven thousand individuals are now enrolled in this 1966-67 school year.
>
> What the future holds is, at present, difficult to predict. Many changes are in the offing due to the constitutional amendment passed in 1966. However, from the interest shown in the community junior college movement in Kansas, the future indeed looks bright. The community junior college is an institution of higher education providing, in the community, those educational and training opportunities for individuals regardless of their interest, age, abilities, and desires for both the present and the future.[7]

Miss Eileen Heinen, assistant to Carl Heinrich, in her summary of the events of the past decade, had these comments relative to the improvements which have occurred since the passage of the 1965 legislation:

> A short résumé of improvements which have occurred since the passage of the law are: (1) further separation of junior colleges from high schools, (2) expansion of junior college districts, (3) additional vocational and technical offerings as well as expanded academic curricula, and (4) several new buildings, entire new campuses, and additional campuses under construction or scheduled to be built within the next year.[8]

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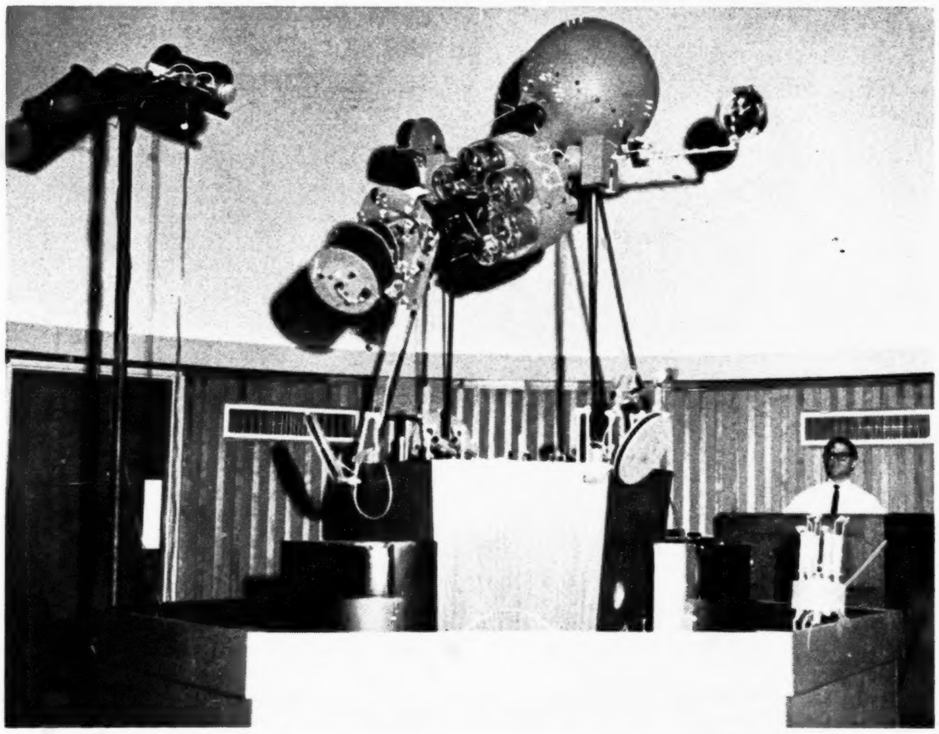
[7] Heinrich, Carl L., Letter to Jack M. Flint, May 18, 1967.

[8] Heinen, Eileen, Letter to Jack M. Flint, May 22, 1967.



Planetarium, Hutchinson Community Junior College, 1967.

It is obvious that many improvements and developments have occurred since the passage of the 1965 legislation. It must be realized, however, that it is difficult to differentiate many specific happenings of the intervening period and categorize same as being solely the result of the legislation. There is no doubt that some of these developments would have come about in individual districts as a result of necessity and through additional local legislation. The new legislation has, however, made such development much easier and has given status and impetus not available under the previous laws. More significant, perhaps, than what has been accomplished during this period would be data indicating where we are now. Such data was prepared by State Superintendent W. C. Kampschroeder, and it is presented in Appendix I.

A Look to the Future

Because the 1967 legislative session produced only limited change to affect an improvement of the apparent weaknesses embodied within the 1965 legislation, it is logical to assume that there will be no lessening of the efforts toward the adoption of legislative proposals similar to those advocated by the Advisory Council for Community Junior Colleges. In addition, it is quite possible that further needs will become apparent after the current year's operation, and these too should merit consideration.

It is obvious to those responsible for developing and administering the community junior colleges in Kansas that much improvement needs to be accomplished. It was with this thought in mind that a joint meeting of representative members of the various boards of trustees, representative members of the faculty affiliate group of the KPCJCA, and the legislative and executive committees of the KPCJCA was held in Hutchinson, on June 3, 1967. As a basis for initial discussion, Jack M. Flint projected the following areas as those needing immediate legislative attention:

There is need for legislation which will

1. Be indicative of the determination, by the state, of a definite role and function for the community junior college within the total higher educational programs of the State of Kansas.
2. Provide an indication of the acceptance, by the state, for the responsibility for this role and function and for the development of same to its fullest potential.
3. Provide procedures for the organization of community junior colleges so that they may continue to be responsive to local community needs and so that they will be maintained and operated with some degree of local control.
4. Provide procedures for the development of an adequate financial structure, both operational and capital, and for direct state support on a par with that provided to other segments of higher education in Kansas.
5. Provide for both expansion and consolidation of community junior college districts.

6. Provide for clarification of the residency versus non-residency of students.
7. Provide clarification of the curricular responsibility of all types of post secondary institutions relative to vocational-technical offerings.

It is interesting to note the similarities of the above-mentioned legislative needs in relation to the projections of State Superintendent of Public Instruction, W. C. Kampschroeder, when, on June 4, 1967, he provided the following position statement:

> The full potential of the Kansas Public Community Junior College has not, except on paper, been fully understood or comprehended by many people. It is evident from this theoretical premise that the community junior college can and must, in the years ahead, provide greater assistance to our ever growing higher education dilemma in Kansas in addition to meeting local community demands. To do this, I feel that the following areas represent at least a partial list of those needing further research and implementation:
>
> 1. Expansion of existing community junior college taxing districts.
> 2. Possible consolidation of existing community junior college districts.
> 3. Development of a sound and equitable financial structure.
> 4. Activities and procedures aimed at the improvement of the image of the community junior college in Kansas.
> 5. An enlargement and refinement of the curricular offerings in order that the true community concept may materialize.
> 6. Development of sound procedural polices for obtaining and maintaining high quality staff personnel.
> 7. An instructional philosophy which maintains an adequate program of co-curricular activities for student personnel.
> 8. Realistic organizational plans which encompass all facets of student personnel services in order to better enhance the instructional process in a community junior college.
> 9. Need for clarification (that is the acceptance or rejection of the community junior college philosophy) at the state level, of the definite responsibility of the community junior college in Kansas. When this determination is made, the necessity exists for the state to accept its role in assisting the various colleges to carry out their established responsibility.[9]

In view of the interest shown by the individuals in attendance at the Hutchinson meeting and by the governor and many legislators of both political parties, some optimism prevails with reference to the possibility of obtaining the necessary legislation in the 1968 session. In any event, many, if not all, of the above areas will be focal points for discussion as all segments of interest attempt to clarify, develop, and coordinate efforts toward legislation to improve the state system.

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[9] Kampschroeder, W. C., State Superintendent of Public Instruction, Letter to Jack Flint, June 4, 1967.

Zoology, Dodge City Junior College, 1940's.

Biology laboratory, Butler County (formerly El Dorado) Community Junior College, 1967.

50 years of progress

Some Related and General Aspects of Development, 1917–67

The Kansas Public Community Junior College Association

Perhaps as a result of the organization of the American Association of Junior Colleges in 1920, and the earlier formation of a state association in the neighboring State of Missouri in 1915, representatives of the new Kansas junior colleges exhibited an early interest in the formation of a similar state organization.

Relating to this, Dr. William A. Black states: "Superintendent Rose of Fort Scott and Superintendent Vinsonhaler of Garden City started the association in 1922, and Superintendent Rose was the first president." [1]

Two years later on February 1, 1924, at the Council of Administration meeting in Topeka, representatives of the junior colleges met and formed an official organization. The meeting was presided over by R. H. Hughes, Superintendent of Schools at Parsons. According to the minutes, the following topics were discussed:

> What is proving to be your biggest problem in the junior college and how are you solving it?
>
> The place of outside activities in the junior college—What activities have been organized? What awards are given to students representing the school in activities?
>
> Suggestions from the Advanced Standing Committee of the University of Kansas—Dr. E. F. Engle.
>
> Formation and organization of a permanent Kansas Junior College Association.[2]

During the discussions relative to the program, Superintendent R. H. Hughes was elected president of the junior college association, J. W. Shideler, Dean at Fort Scott Junior College, vice-president; and E. Q. Brothers, Dean of Arkansas City Junior College, secretary-treasurer. The name of the association was officially adopted as The Kansas Public Junior College Association. This remained as the official name until 1965, when it was changed to the Kansas Public Community Junior College Association.

While the problems considered by this association during its infancy included such items as housing, curriculum, accreditation and legislation, it is obvious that student activities received a large degree of attention. The founding fathers had these comments concerning the possible significance of this association:

> It is anticipated that this organization will form a nucleus about which

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1. Black, William A., Letter to Jack M. Flint, May 2, 1967.
2. Kansas Public Junior College Association, Official Minutes, February 1, 1924, p. 2.

Table IV

The Kansas Public Community Junior College Association

(Formerly the Kansas Public Junior College Ass'n.)

List of Officers

YEAR	President	Vice-President	Secretary-Treasurer	Executive Committee
1922	Mr. Rose	None	Mr. Vinsonhaler	None
1923	Mr. Rose	None	Mr. Vinsonhaler	None
1924	R. H. Hughes	J. W. Shideler	E. Q. Brothers	None
1925	R. H. Hughes	J. W. Shideler	E. Q. Brothers	None
1926	R. H. Hughes	J. W. Shideler	E. Q. Brothers	None
1927	R. H. Hughes	C. M. Lockman	E. Q. Brothers	None
1928	J. F. Wellemeyer	C. M. Lockman	J. A. Fleming	E. R. Stevens
1929	V. M. Liston	W. W. Bass	J. A. Fleming	E. Q. Brothers
1930	V. M. Liston	W. W. Bass	J. A. Fleming	E. Q. Brothers
1931	E. R. Stevens	C. M. Lockman	Earl Walker	J. F. Wellemeyer
1932	E. R. Stevens	C. M. Lockman	Earl Walker	J. F. Wellemeyer
1933	J. F. Hughes	J. F. Wellemeyer	W. S. Davison	Ira O. Scott
1934	J. F. Hughes	J. F. Wellemeyer	W. S. Davison	Ira O. Scott
1935	J. F. Hughes	J. F. Wellemeyer	W. S. Davison	Ira O. Scott
1936	J. F. Wellemeyer	E. R. Stevens	R. H. Carpenter	C. M. Lockman
1937	J. F. Wellemeyer	E. A. Funk	R. H. Carpenter	J. F. Hughes
1938	J. F. Wellemeyer	E. A. Funk	R. H. Carpenter	J. F. Hughes
1939	E. A. Funk	W. W. Bass	Earl Walker	J. F. Wellemeyer
1940	E. A. Funk	W. W. Bass	Earl Walker	J. F. Wellemeyer
1941	E. A. Funk	W. W. Bass	Earl Walker	J. F. Wellemeyer
1942	W. W. Bass	Earl Walker	H. B. Unruh	E. A. Funk
1943	W. W. Bass	Earl Walker	H. B. Unruh	E. A. Funk
1944	Earl Walker	W. S. Davison	H. B. Unruh	W. W. Bass
1945	Earl Walker	W. S. Davison	H. B. Unruh	W. W. Bass
1946	W. S. Davison (later resigned & Karl Wilson appointed)	Karl Wilson	H. B. Unruh	Earl Walker
1947	Karl Wilson	R. C. Guy	H. B. Unruh	E. F. Farmer
1948	W. H. Crawford	Fred Cinotto	V. S. Haas	K. R. Galle
1949	W. H. Crawford	Fred Cinotto	V. S. Haas	K. R. Galle
1950	Fred Cinotto	Karl Wilson	Max Bickford	Chas. Thiebaud
1951	K. R. Galle	H. Jester	Max Bickford	Chas. Thiebaud
1952	K. R. Galle	H. Jester	Max Bickford	Chas. Thiebaud
1953	H. Jester	Max Bickford	Chas. Thiebaud	K R. Galle
1954	Max Bickford	Chas. Thiebaud	C. M. Lockman	H. Jester
1955	Chas. Thiebaud	A. H. Elland	Guy Davis	Max Bickford (later resigned & Tim Aley appointed)
1956	Chas. Thiebaud	A. H. Elland	Guy Davis	Tim Aley
1957	A. H. Elland	Guy Davis	Tim Aley	Chas. Thiebaud
1958	A. H. Elland	Guy Davis (resigned & Ellsworth Briggs app.)	Chas. Barnes	Chas. Thiebaud
1959	A. H. Elland	Ellsworth Briggs	Chas. Barnes	Chas. Thiebaud
1960	Ellsworth Briggs	Tim Aley	Chas. Barnes	A. H. Elland
1961	Ellsworth Briggs (resigned & Chas. Barnes appointed)	Chas. Barnes	Edwin Walbourn	A. H. Elland
1962	Chas. M. Barnes	Edwin Walbourn	Del Reed	A. H. Elland
1963	Edwin Walbourn	Jack M. Flint	Del Reed (resigned and Paul Johnson appointed)	Chas. M. Barnes
1964	Edwin Walbourn	Jack M. Flint	Paul Johnson	Chas. M. Barnes
1965	Jack M. Flint	Paul Johnson	Wendell McMurray	Edwin Walbourn
1966	Jack M. Flint	Paul Johnson	Wendell McMurray	Edwin Walbourn
1967	Jack M. Flint	Paul Johnson	Wendell McMurray	Edwin Walbourn

Officers are elected at the winter meeting, latter January or February of the year indicated.

> there will develop a permanent association that will include in its membership all the public junior colleges in the state, and that it will become a very vital force in developing and unifying the interests, aims, and ideals of the junior college which is yet in its infancy in the State of Kansas.[3]

Although two or three other meetings of this young association were held during the next two-year period, it was not until February 5, 1926 that an official constitution was adopted.[4] This first constitution was flexible in nature except in those matters relating to student activities. In these areas, specifics prevailed. (*See Appendix B for copies of both the original and the present constitutions.*)

There has been pronounced involvement of the officers in attempts to further junior college development in Kansas. A list of these officers is presented in Table IV. As pointed out by Dr. Black, the membership of the association was made up of both superintendents and deans and both categories of administrators have held offices in the association. He hints, however, that the superintendents took a much more aggressive and active role in the early endeavors of the association and of perpetuating the junior college movement as a whole.[5]

Beginning in 1943 F. Floyd Herr, who was responsible for general supervision and accreditation of junior colleges, met regularly with the association. A strong cooperative working relationship among the junior colleges, the state colleges, and universities was advocated by Mr. Herr. This kind of program was developed. Also he advocated a statewide annual meeting including all faculty members and participation by the junior colleges in the annual college conference on teacher education. The association accepted and implemented those ideas. These activities formed the background for the intensive accreditation program which followed.

The present faculty involvement is a continuation of the pattern initiated in the late 1940's.

The association has maintained a continuous practice of trying to obtain recognized national authorities in the two-year college movement to appear on statewide programs. Such personalties as Jesse Bogue, Leonard Koos, and Doak S. Campbell have appeared in this role.

The annual summer workshop established at Kansas State Teachers College of Emporia in 1964 which is jointly sponsored by the college, the Kansas Public Junior College Association, and the Midwest Community College Leadership Program has proven to be of benefit to Kansas junior college personnel in their efforts to better understand and develop junior colleges throughout the state. Kansas has been one of only eight states in the nation to receive sponsorship by the Midwest Community College Leadership Program and to be the recipient of some of the funds and other assistance provided by the Kellogg Foundation.

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[3] *Ibid.*

[4] Kansas Public Junior College Association, *Constitution*, February 5, 1926.

[5] Black, William A., *loc. cit.*

Although Kansas State Teachers College was later joined by Kansas State College of Pittsburg as one of the colleges in promoting this venture on their campus, credit for the initial effort must go to Dr. Alex Daughtry, Chairman of the KSTC Division of Teacher Education for his farsightedness in cooperating with the association in this worthwhile endeavor. Through these workshops, which are now alternated annually between both campuses, junior college personnel have benefitted from the wisdom of such authorities as Dr. C. C. Colvert and Dr. Jim Reynolds of the University of Texas, Dr. Raymond Young and Dr. Norman Harris of the University of Michigan, and during the summer of the anniversary year, Dr. Leland Medsker of the University of California and Dr. Marvin Knudson, Executive Director for the Arizona Junior College Board. The programs for this latter mentioned year is typical of the type which has prevailed since the programs inception, and is presented in Appendix *D*.

Another item of note relative to this program is that, with the entrance of Kansas State College into the joint sponsorship, the services of Dr. William A. Black were made available. His contributions are indicative of his long and valuable service to the Kansas junior college movement.

Credit should also be accorded to Dr. A. H. Elland, President of Hutchinson Community Junior College, and to the committee from this institution, chaired by Ariel Perril, for their cooperation with the association in joint effort with the Kansas State Teachers Association for an annual state teachers meeting program compatible with the needs of two-year college personnel. The opportunity to benefit from the assistance of outside consultants on instructional matters and the further opportunity to meet together and discuss mutual problems concerning two-year college issues has provided a tremendous impact upon the developmental pattern in this state. The program, started in 1964, is already an established one and gives promise of exceeding its expectations. (The 1966 program is presented in Appendix *E*.)

Another major project worthy of mentioning at this time is that concerning the one day President-Trustees Workshop for newly elected board of trustee members of the various Kansas Community Junior Colleges. This workshop was held on May 10, 1967, and was a joint project of the association, the Kansas Department of Public Instruction, and the Midwest Community College Leadership Program. Consistent with the new community junior college laws, some eighty plus new board members were elected in April of this year, and this project was aimed at providing these members with some insight with reference to their duties, role, responsibility, and function. Both local and national authorities were used in consultant roles, and the workshop was a huge success. (*The program is presented in Appendix C.*)

Many other projects should, no doubt, receive mention, but space precludes further detail and expansion. Suffice to mention, however, is the fact that other endeavors involve cooperation with the Department of Public Instruction in various research projects, such as the planning for a statistical research center; cooperation with four-year colleges and universities in planning sessions and projects relative to the transfer of credits; and in membership on various committees and commissions with members from other institutions engaged in promoting the cause of higher education at all levels in our state. In short, the total scope of this association's endeavors is varied and complex, and the stature of the association continues to grow in the higher educational endeavors of Kansas.

Automotive mechanics, Dodge City Junior College, 1940's.

Historical and Developmental Characteristics of Kansas Public Community Junior Colleges

The following articles relative to specific community junior colleges are statements which have been provided by the administrator indicated:

Allen County Community Junior College

Dr. Paul Parker, ***President***

What is now Allen County Community Junior College had its beginning, in 1923, with the establishment of the Iola Junior College as an extension of the high school serving District No. 10. At the time, enrollment consisted of a few high-school graduates. By 1936, 142 students were enrolled at the Iola Junior College. The closing of the school during the war years—1943 through 1946—caused a temporary drop in enrollment figures following these years, and a steady yearly increase in enrollment did not begin until 1956. The enrollment in 1965 was well over 400.

The college was completely supported by taxes from District No. 10 until 1962 when the voters of Allen County approved a 1.5 mill levy to operate the college on a county wide tax base. Following this, there began a state-wide movement to organize Kansas junior colleges on a community basis, with the intention of supporting them with combined state and county taxes. Accordingly, in June, 1965, the local Board of Education petitioned the state superintendent of public instruction, and on July 1, 1965, Allen County Community Junior College was created. Then, on February 15, 1966, the voters of Allen County approved a 1.5 million dollar bond issue to construct a campus-type facility north of Iola. This campus is to be ready for use during the 1968-69 school year.

Barton County Community Junior College

Dr. C. O. Robinson, ***President***

The Barton County Community Junior College was formed on April 6, 1965, as a result of an election by the people of Barton County, Kansas, to create a community junior college. Believing that a college should be within commuting distance of each student in the county, that a community junior college could help serve the educational needs of the citizens of the county, and that education should be provided at the lowest possible cost for residents of the county, the voters of the county chose to create Barton County Community Junior College as an institution of higher education.

The first board of the county was appointed by the County Commissioners and served until the election of a permanent board on April 4, 1967. In the meantime a 3.125 million dollar bond issue was passed by the citizens of the district.

Construction for the college began in October, 1967, and the Barton County Community Junior College will have its first students in the fall of 1969.

Butler County Community Junior College

EDWIN WALBOURN, *President*

El Dorado Junior College, the forerunner of Butler County Community Junior College, was established by a vote of the people in 1927, under the leadership of the El Dorado Public School District. The initial enrollment was quite similar to that in other Kansas junior colleges, and the college eventually grew to an enrollment of around 500.

In 1956, the college moved to a separate building, and in 1963, special legislation was passed creating a county college, with an independent district. Since this time, a new, fully planned 80 acre, twelve-building campus has been implemented.

The college has developed a complehensive program, offering a full college parallel curriculum, many vocational-technical offerings, large adult night offerings, and community services. The college offers a full program of data processing and the first Associate Degree program of nursing in the state.

The college has always had, to a degree, a separate administrative organization, and the proto-type of organization relative to a county community college as prevails in the Community Junior College Act of 1965.

Cloud County Community Junior College

ARLEY A. BRYANT, *Registrar*

In 1956, the Education Committee of the Concordia Chamber of Commerce began to accumulate information and stimulate interest for the establishment of a junior college. On May 12, 1961, about fifty community leaders met to hear an address by F. Floyd Herr of the Kansas Department of Public Instruction. Interest remained until 1964 when Dean Charles Barnes of the Dodge City Junior College explained the educational, vocational, and cultural advantages of a junior college would give to the area at the annual meeting of the Chamber of Commerce.

In December, 1964, a public forum was held in the high school auditorium to get the comunity reaction to a proposal that a junior college be established under the high school extension law. The Board of Education moved ahead, and on January 26, 1965, the people voted overwhelmingly for the establishment of the college. First classes were held on February 8, 1965 and met in the high school building.

On September 28, 1965, an election was held to make the district countywide. Following this success, a bond election passed on November 17, 1965, to permit the building of a one and one-half million dollar junior college complex. The college is completing its second full year of operation with 260 students enrolled. On May 27, the first commencement exercises were held and 35 students were granted Associate of Arts degrees.

Completion of the new building is expected by second semester 1967-68. With the move into a new plant will come the opportunity to expand the offerings and to begin to do more of the things embodied in the concept of a community junior college.

Coffey County Community Junior College

KARL M. WILSON, *Dean*

Coffeyville Community Junior College, founded in 1923, was established by the vote of the people for the purpose of offering two years of collegiate training. The first graduation class numbered 25.

The college became completely separated from the high school in 1931, and has since maintained its separate entity in building and faculty. The two-year college in Coffeyville has always maintained a close relationship to the University of Kansas with early planning and assistance in setting up the program of instruction and curriculum.

Providing a university-parallel training, coupled with semi-professional and technical curriculum, has always been a chief objective at Coffeyville. In 1941, at the outset of World War II, a separate building for technical offerings was established and has been maintained as an integral part of the college since.

In 1958 the college moved into a modern classroom and laboratory building built to accomodate 800 students. During the fall semester, this structure housed 735 students. The present junior college district, under the state system of community junior colleges, comprises the southern half of Montgomery County.

More than 18,000 students have received training at the college in Coffeyville since its inception. More than 90 percent of the local high school seniors who attend college choose to attend the local institution.

High ranking achievements in academic pursuits as well as in its activities program has brought to the college the name "Home of the National Champions." This designation came about through national championships in football, track, basketball, cross country and debate, a record that is unique in junior college annals.

Colby Community Junior College

Dr. Richard Mosier, *President*

The Colby Community Junior College came into being June 23, 1964, when the citizens of Thomas County voted 1201 to 167 to establish a county-wide community college district and provide up to 5 mills tax for its support. This vote was the culmination of decades of activity dating as far back as the early 1930's.

Classes were held for approximately 100 students in the junior high school building as the college opened its doors for the first time in the fall of 1964. A $1,000,000 bond issue for the construction of the new campus was voted by the citizens of Thomas County in the fall of 1965 and application was made for additional federal funds to assist in the financing of the project. More than $359,000 was eventually granted.

During the 1965-66 year, classes were held in the Colby Community Building and the Cooper Hotel, with the faculty offices in the Morrison Building. The full enrollment was slightly more than 200 students. The board of trustees, with the concurrence of the College Advisory Board, made up of representatives of the school districts in the county, selected Dr. Richard H. Mosier as the first president of the college in January, 1966. His duties were to begin on June 1, 1966. More classroom space in the Community Building, City Office Building, and the Pyramid Cafe were obtained, an additional five faculty members selected, and plans made for the opening of the college for the third successive year in the fall of 1966.

Cowley County Community Junior College

Dr. Paul Johnson, *President*

Cowley County Community Junior College at Arkansas City has been a part of the state public junior college system for 45 years. It is the third oldest surviving institution of those established under the 1917 act. Voters of the Arkansas City Public School District approved its establishment as Arkansas City Junior College, a unit of the city system, on August 1, 1922, and classes began in September, with four staff members and 60 students. Spare rooms in the high-school buildings, most of them below ground level, were its home for its first thirty years.

The curricula for the first decade were almost exclusively oriented toward the transfer students aiming for university degrees in liberal arts and professional fields, but devoid of the necessary cash to attend the more prestigious institutions. Because of the demand generated by depression, war, and the GI Bill, occupationally oriented programs were added, but limited tax resoures and absence of state support held these to a minimum until the beginning of state and non-local assistance in the 1960's. The relatively inexpensive transfer curricula were, however, gradually extended and improved.

The influx of veterans after 1945 and crowded building conditions led to erection of a college academic building, housing classrooms, laboratories, library, a student lounge, and administrative offices, occupied in 1952. In 1967, with growth continuing in all departments, a completely new campus, removed from the present "down-town" setting, is an immediate prospect and necessity.

Change has been most rapid since passage of the Kansas Community Junior College Act of 1965. The Arkansas City Junior College joined the new state system immediately, and on December 1, 1965, became Cowley County Community Junior College as a result of voter approval of extension of the district to include the entire county. The college became a new independent institution, separate from the public school system, with its own president, instructional staff, and board of trusteees.

Designation as the administrative agency of an Area Vocational-Technical School on June 11, 1966, gave to Cowley County the opportunity needed to become a fully comprehensive community junior college, and led to complete staff reorganization, with an academic dean and a dean of vocational-technical education to lead the major curricular areas. The AVTS arrangement is unique in Kansas, though most other junior colleges have cooperative arrangements with area schools. Resulting development of new or extended occupational programs and continued growth of general education and preprofessional curricula promise to double immediately the approximately 1000 persons served annually in day, evening, and summer offerings.

Dodge City Community Junior College

Charles M. Barnes, *President*

Dodge City Junior College, as it was orginally known, was founded in 1935 by School District No. 1, Dodge City, Kansas. The college remained an integral part of the city's public school system until 1965 when the new state junior college law was adopted. The establishment of a public junior college in 1935, in the midst of the great depression, is a tribute to the importance Dodge Citians give to public education.

Approximately 225 students were enrolled by September 14, 1935, and the junior college began its first classes. The new junior college occupied quarters on the third floor of the senior high-school building for 22 years. In 1957, when the new junior high school was completed, the college moved into the vacated building.

In the summer of 1965, the citizens of Ford County voted overwhelmingly to establish the Dodge City Community Junior College as a county-based school and the Board of Trustees was elected from the county at large. In October, 1966, the voters endorsed a $2½ million bond issued to build a new campus for the college. A federal academic facilities grant of $720,000 to assist the project has had tentative government approval. In addition a $700,000 revenue bond issue will be used to build a new student center, and some $250,000 in private financing will be sought for dormitory purposes. Target date for completion of the new campus is the spring of 1969.

The college had a 1966-67 enrollment of 833. Besides the college-parallel program, the school offered vocational-technical courses in cosmetology, practical nursing, executive secretarial, commercial truck driving, automotive, electrical and machine shop training. Adult programs vary from courses in basic reading and writing, welding, plumbing, and many other vocational and avocational programs to the regular college courses taught in the evening.

Fort Scott Community Junior College

LEON FOSTER, *President*

Fort Scott, along with Garden City, is the oldest junior college in Kansas, having been established in 1919, just two years after the legislature had enacted legislation that enabled the secondary schools to extend their academic curriculum by two years.

The first junior college class had seventeen members but it was not until 1921 that the college boasted of a graduating class—of two. Because of its location and academic and vocational offerings, the enrollment of the college grew rapidly and in 1939 there were 247 students. That year the graduating class totaled 96. The library had grown from a 2,000 volume beginning to over 5,000 volumes. The chemistry department, later to be housed in the new wing added to the original 1913 structure in 1941, was valued at an impressive $4,000.

During the war years enrollment dropped below the 200 mark for the first time. After the war, however, classrooms were bulging again with returning military men. During this period of time educators estimated that over fifty percent of all grade-school teachers in the area received their junior college training at Fort Scott.

Noted for the calibre of excellence achieved by its graduates, the concept of change and growth have been much a part of the school in recent years. This growth is best evidenced by the million dollar complex now being built on a 160 acre site southeast of the city. It will be ready for occupancy this fall.

Garden City Community Junior College

L. C. CROUCH, *President*

Garden City Junior College was organized in April, 1919 as one of the first four junior colleges organized under the 1917 Kansas law authorizing establishment of such schools. The school opened in the fall of 1919 as part of the Garden City Public School System. Enrollment consisted of 22 freshmen and one sophomore, who became the first graduate of the school.

Classes were first held in the high-school building sharing faculty and administrators with that school. Curricular offerings were made in five academic areas and three vocational departments. The college continued its operation adding to the curriculum and serving the community under this administrative organization until 1965. Enrollment showed a slow, steady growth throughout its history reaching 475 in the 1966-67 year.

In the fall of 1954, the high school and junior college were moved to a new plant where they continued to share faculty and administration, although some faculty members were now full-time college teachers. Within four years the college was moved to the old Jones Elementary School building. Still sharing some faculty members and laboratory facilities with the high school, the college was a separate unit for the first time.

An attempt to place the college on a totally separate basis, with full county support, was studied by an advisory committee in 1958. This proposal was rejected in the state legislative committee and the school continued under the Board of Education until a change in Kansas law, in 1965, enabled them to establish as separate units from the public school system.

In the summer of 1965, Finney County voters elected a Board of Trustees and the school became known as the Garden City Community Junior College. In this two year period, the school showed marked growth with enrollment, curriculum, faculty, and future planning. With the fall semester of 1967, the faculty will be composed entirely of college staff members and by the fall of 1968, the school will move into its new $3,000,000 campus consisting of six buildings and a dormitory-student center building with an anticipated enrollment of 1,000 students. Course offerings are now available in both vocational and academic areas including college transfer programs, terminal business training, approved vocational agriculture programs, and flight training. An adult basic education program is also offered to meet the needs in the community.

Highland Community Junior College

T. H. WOODRUM, *President*

The forerunner of Highland Community Junior College was founded February 9, 1858. Two years older than the State of Kansas, it had its beginning as a dream of Samuel Irvin, known as "Father Irvin." In 1837 Rev. Irvin established a mission for the Iowa, Sac and Fox Indians, who were moved by the government from the Platte Purchase area in Missouri to a reservation two miles east of the present city of Highland. Father Irvin came under the auspices of the Board of Foreign Missions of the Presbyterian Church and with the help of this church his dream of a college came true, located on the present townsite. This institution was named Highland University in a charter signed by acting territorial Governor Denver, on February 9, 1858.

Irvin Hall's construction was begun that first year and was completed so that classes convened within its walls in the fall of 1859. The second story, the chapel, was added later and in 1872 the first graduating class received bachelor's degrees.

Later, since the school never achieved university status, its name was changed to Highland College; and about that time the church discontinued its aid. The financial strain then fell on the community. Becoming too heavy for its supporters in 1920 under Rev. J. L. Howe, the top two years were discontinued and the school became a junior college, a type of school new to the educational world. In 1937 a law was passed, by which Highland High School assimilated the college, financially, enabling the college to share in the tax funds from Doniphan, Brown, and Atchison counties.

The governing board sought legislation which established Highland College as a Doniphan County educational institution on June 1, 1959. This new legislation established the first county junior college in the State of Kansas. Highland Community Junior College became a part of a state system of community junior colleges by an act of the Kansas State Legislature in 1965.

In November of 1966 the construction of a Student Union-Library with general classrooms, a business department, and a lecture hall began. The structure should be completed in the summer of 1967.

Hutchinson Community Junior College

Dr. A. H. Elland, *President*

The Hutchinson Junior College found birth at the city election of April, 1928 and opened on September 10, 1928, with an enrollment of 185 students. Classes were first held in the new addition to the Hutchinson Senior High School. The new school was accredited by the State Board of Education and approved by the University of Kansas Senate for the 1928-29 term.

In February, 1938, the Hutchinson Board of Education acquired an acreage in the northeast section of the city for the future site of the junior college. Financed by a bond issue, the main building on the campus was completed and dedicated on January 23, 1939. In 1941 the National Youth Administration erected and used the second building on the campus. This structure, known as the Industrial Arts building, became a part of the college plant in 1941 and housed the engineering programs. A million-dollar Hutchinson Sports Arena was completed by the city, in 1952, on a large acreage adjoining the college campus. A part of this building was set aside as a gymnasium for the junior college and is leased from the city for physical education activities.

During 1958-59, the administration and faculty completed an institutional study. Full accreditation by the North Central Association of Colleges and Secondary Schools was received following the acceptance of a visitation committee's report. The college opened the 1960-61 year as a fully accredited institution.

Until 1959, the college had received its major financial support from the Hutchinson school funds. The State Legislature in 1957 enacted permissive legislation enabling junior colleges to levy a maximum county-wide levy of 1½ mills. This proposition was accepted by the voters of Reno County in 1959 and the first of the county tax money was received in the 1960 school year.

The 1959-60 term brought about another important change. For the first time, the college operated under the direction of two boards of control—the Hutchinson Board of Education and the newly-formed County Board of Regents. On July 1, 1965, the school became a part of the State System of Public Junior Colleges and the official name was changed to Hutchinson Community Junior College. The Board of Regents became the Board of Trustees—the governing body of the college.

Completed in time for the opening of the 1966-67 college year were two new air-conditioned buildings—the John F. Kennedy Memorial Library and the Arts and Science Building. Unique among colleges in the geographical area was the addition of a planatarium which was privately financed by the Hutchinson Arts and Science Foundation.

Independence Community Junior College

Neil Edds, *President*

Independence Junior College was established in 1925 as a part of the public school system for the purpose of enabling graduates of Independence and surrounding towns to obtain two years of college training close to their homes. At the same time the local Board of Education revised the organization of the public schools of Independence into a 6-3-3-2 plan.

For the next 29 years, the junior college was housed in the same buildings with the junior and senior high schools and operated as an associated junior college with the 10th, 11th, and 12th grades of the senior high school.

In 1950-1951 a study was made of the total educational system of the Independence school district. As a result of this study, recommendations were made to construct a new community college building and reorganize the educational plan so far as location of students were concerned to a K-6-4-4 type of organization, effective in the fall of 1954.

Construction of the present building began in the summer of 1952 and was completed in the summer of 1954. The building is constructed of monolithic concrete, all on one floor level, on a 40-acre plot. About 15 acres are used as athletic practice fields and outdoor activities areas.

In 1965, the Kansas Legislature established a uniform system of public community junior colleges, of which the Independence Community Junior College became a part. The building now houses grades 11, 12, 13, 14 and an adult evening school. Insofar as possible, it operates as one unit in meeting many student and community needs.

The college has had a steady growth. In 1925, there were 60 students enrolled. During the past 41 years, there has been a total of 11,448 students enrolled in the day school and 2,253 have been graduated. Many more have attended the adult evening school.

Kansas City, Kansas, Community Junior College

Dr. Jack M. Flint, ***President***

Kansas City Junior College was established following a general election on April 3, 1923. The first classes were started in September, 1923, and were held on the third floor of the old Wyandotte High School Building. They remained there until the building was destroyed by fire in 1934. The college was then moved to its present quarters in the Horace Mann Elementary School building and the Wyandotte High School Gym building which was not destroyed in the fire.

The college began its operation with approximately 60 students and a staff of nine. Its growth in both enrollment and staff is comparable to the pattern in other Kansas two-year colleges, with the only possible deviation resulting from the larger center of population which it serves.

The college applied for and was accredited by the North Central Regional Association in 1953, an accreditation which it has held consistently since that date. This accreditation was based largely upon a curriculum which was limited almost entirely to one of a college parallel type, a practice which continues to prevail even today.

With the implementation of the provisions of the 1965 legislation and the subsequent new organization as a community junior college on July 1, 1965, the changes have been and continue to be made with reference to organization, curriculum, staff, and enrollment. Enrollment has now increased to approximately 1,500, with a projected further increase to 3,000 in five years. The teaching staff has increased to 50 full-time and approximately 20 part-time instructors and the administrative staff has increased to four. The college is now a separate entity from the public school system with its district encompassing the whole of Wyandotte County and has an assessed valuation of almost two hundred million dollars. All of these facts have enabled the college to begin expansion into a more diversified curricular offering which includes vocational-technical areas and adult education programs in addition to the traditional college parallel program.

Labette County Community Junior College

Charles Thiebaud, ***President***

Labette Community Junior College, founded as Parsons Junior College in 1923 and operated and financed by the Parsons School District, was housed with the high school until 1962, when it moved into its first individual building, an old junior high-school structure.

Significant growth of the college and permissive legislation by the state brought about a vote of the county in June, 1965, to make it a county institution, operated by a board of trustees elected at large from the county in 1966. Steps are under way toward planning a new campus with distinctive features of every kind.

Some 125 students enrolled as the college opened in September 1923, and enrollment that year descended to a low of about 75. Growth was slow but steady until interruptions during World War II. After the war, the uptrend continued, and particularly during the 1960's the enrollment somewhat more than strained the college facilities and the shops which were still operated jointly with the city school system in Parsons.

Curricula of the college have grown and undergone significant changes in this decade. Liberal arts offerings have been expanded in every direction and vocational-technical courses have long strained existing facilities. Undoubtedly, the greatest growth as the college moves to ultra-modern quarters will be in a wide variety of technical courses, particularly those designed either as terminal courses or leading to completion in a four-year college.

Moreover, Labette Community Junior College, despite small faculty and limited quarters, has shown great progress in developing evening classes, both for youths and adults. Summer courses, likewise, have enabled the school to serve the county and surrounding areas.

One record of which the college is quite proud is its record of "drop outs," but this must be quickly explained: Dozens of students each fall begin training in business courses; so good is its quality of training given and so high is the demand for stenographers, typists, and operators of business machines that there is a very heavy turnover as the college supplies business and industry with highly skilled personnel.

Neosho County Community Junior College

W. H. McMurry, ***Dean***

Neosho County Community Junior College was originally established as Chanute Junior College in the fall of 1936 with an enrollment of 192 students. Fire destroyed the building on July 30, 1936 just after its completion and before it could be occupied for the first time. Classes were conducted in the Memorial Building during the first year. The building was rebuilt and occupied for classes in the fall of 1937.

Until 1965, the Junior College was operated under the direction of the Chanute City School District as a part of the local school system. In the fall of 1965 the Junior College District was reorganized as a county unit under the law creating a state system of Community Junior Colleges.

The college offers courses in college and university parallel which transfer to apply toward the baccalaureate degree or an Associate of Arts degree may be earned. Over a period of years the college has placed special emphasis on training in the fields of elementary education, pre-engineering, biological science, and business education. A trade school is operated as a part of the Chanute School System and provides training in industrial education.

Vocational courses, terminal courses, refresher and special courses are also included in the curriculum. Six classes in practical nursing have been graduated by the college and one class in auto mechanics. The evening school of adult education has grown during the past three years to nearly equal the day school enrollment.

Enrollment during the early World War II years reached a high of 357 students in 1941, and dipped to a low of 92 students in 1943. F. A. A. flight training proved to be a successful program during the early 1940's. A community project of an all-time reunion of local college graduates exceeded all expectations when the Junior College celebrated its 25th anniversary.

Neosho County Community Junior College has presently under construction a new four-building complex on a 50-acre site in the southwest part of Chanute. This two million dollar facility has been planned to provide for future expansion, and to adequately serve a student body of over six hundred. The citizens of Neosho County take pride in maintaining a program of higher education for the area.

Pratt Community Junior College

JESS COOPER, *President*

During the depression years of the middle thirties' a "freshman college" night school was organized for the people of Pratt and surrounding area under the Public Works Administration and operated for two years. The college was under the direct supervision of Wichita University and unemployed teachers were used as instructors.

The present junior college was established in 1938 at the request of the citizens of Pratt, School District No. 30, and under the support, direction and authority of the Pratt Public school system. During the 1938-39 school year, the college was housed for the first semester in the Liberty High School with grades 7-12. At the beginning of the second semester grades 11, 12, and 13 were moved into the new senior high and junior college building. In 1958 the people of Pratt County voted to assess a county levy to help support the junior college. The county commissioners appointed a six-member Board of Regents from the county to meet with the Board of Education of the Pratt city schools to advise in the operation of the college.

The K-6-4-4 plan of organization of the Pratt school system remained until 1962, when the Board of Education and the Board of Regents effected a broad plan of reorganization of the Pratt schools which gave separate facilities to the college. The name was changed to Pratt County Junior College. This separation from the senior high school gave the college an identity separate from that of the secondary school, and allowed for needed expansion of space and equipment. In 1965, the college entered the Kansas state system of junior colleges, and the name of the school was changed to Pratt Community Junior College. At the present time, a complete new campus is being built on the outskirts of Pratt. The move into the new facilities is due to be made in January, 1968.

Marching band, Coffeyville Junior College, 1940's.

Officials of the Kansas Public Junior College Association meeting, El Dorado, October 4, 1947.

50 years of progress

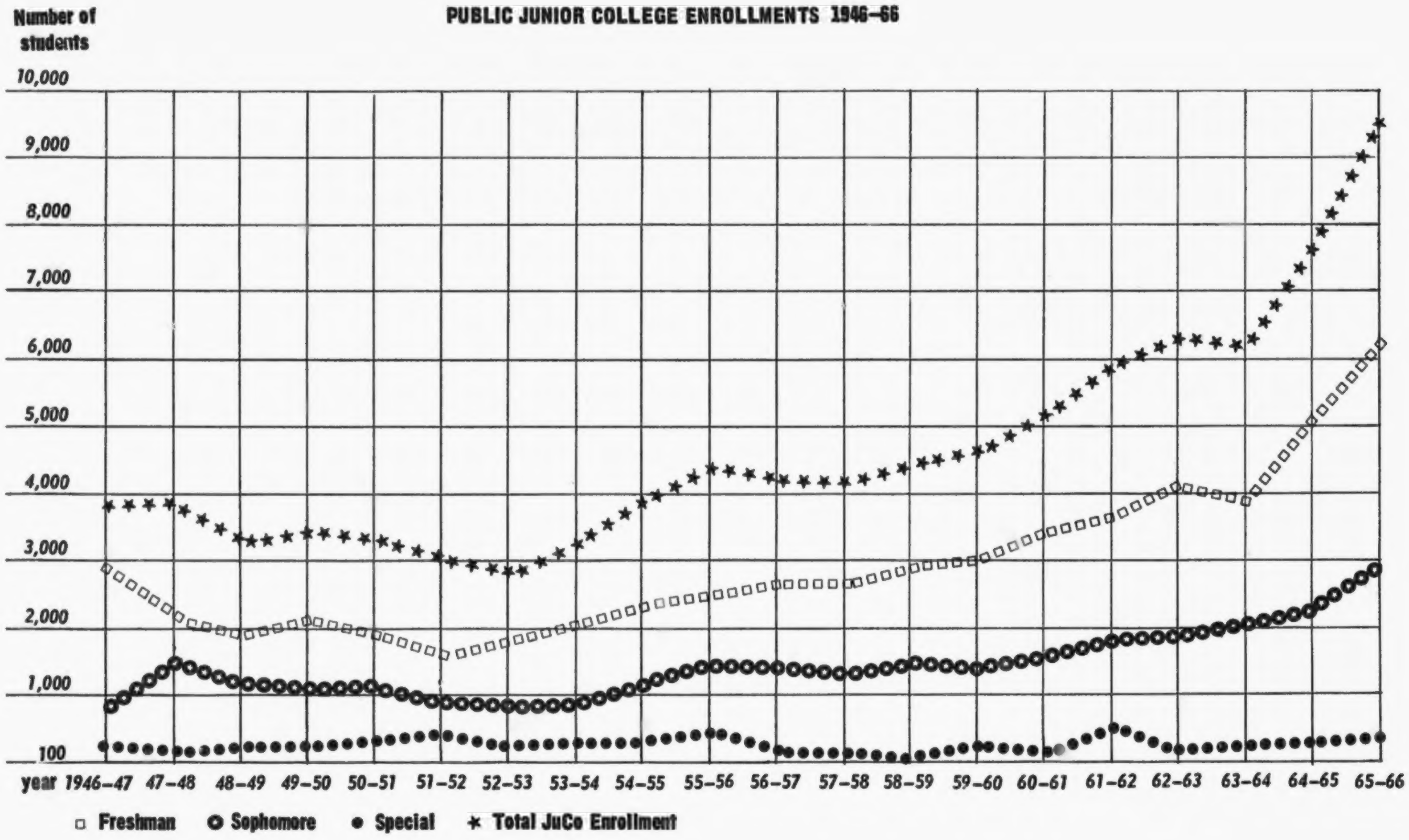
Summary

Kansans must have the opportunity to pursue a type of post-secondary education compatible with both his and society's needs. Kansas junior college supporters feel strongly about this segment of public education and have realistic visions as to what it can and should do in the scheme of higher education, vocational education and community services. Great strides have been accomplished in the development and acceptance of this phase of the educational system in Kansas. A word of caution is in order and was well stated by Thornton Wilder in the *Skin of Our Teeth*, when he said: "Every good in the world stands moment by moment on the razor edge of danger and must be fought for. . . ."

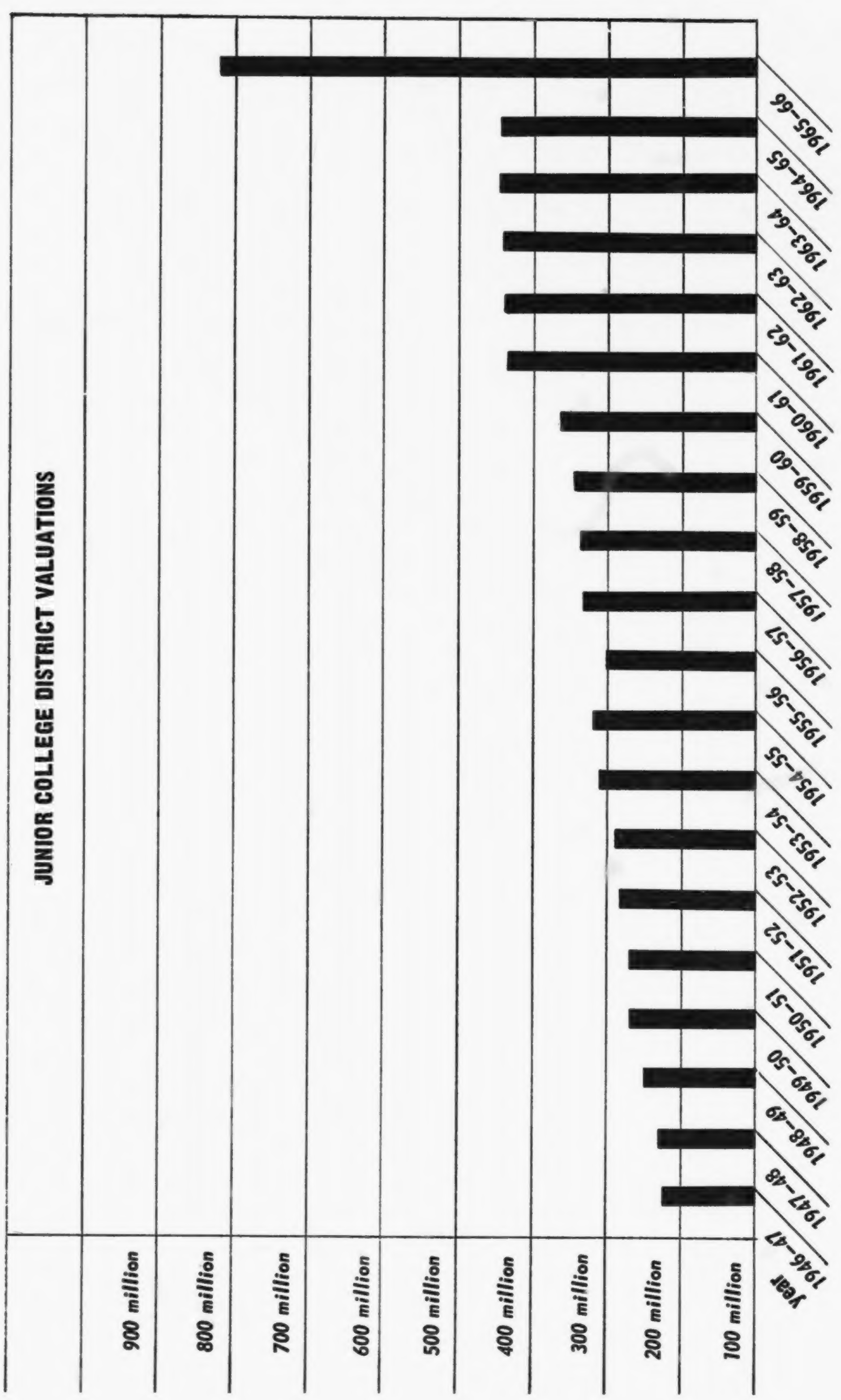
Many stalwart supporters may be found throughout the state in areas served by two-year colleges as well as in areas not being served by such institutions. These people are now actively supporting a phase of public education which was looked upon by many with skepticism and tolerance 30 years or more ago.

Many factors have, over the years, contributed to this changing philosophy relative to the role and function of the two-year college in Kansas. Two of these incentives, however, can probably be attributed to the development of standards and the evaluation programs during the 1950's and early 1960's and to the passage of the 1965 legislation which established a new basis for a state system of community junior colleges. This legislation did not just happen. It was the result of the tireless efforts of those who believed in what the two-year college stood for and in what they believed it could do to aid in furthering the educational opportunities for Kansas youth. The junior college advisory committee appointed by the Education Committee of the Legislative Council headed by Dr. Rees Hughes, which spearheaded an exhaustive research project over the greater part of a two-year period, identified the benefits available through junior college programs. The document which they presented to the Legislative Council formed the basis of the new legislation. This legislation should not be considered as a final product which will last for all posterity without modification. It has, however, reembarked the State of Kansas upon a path long ago established and one which will assist in better meeting the post-high-school educational needs of our youth.

Kansas was one of the pioneers in the founding and promotion of the junior college movement in this nation and was surpassed only by California in the passage of legislation providing for the establishment of such schools. The original law, passed in 1917, followed

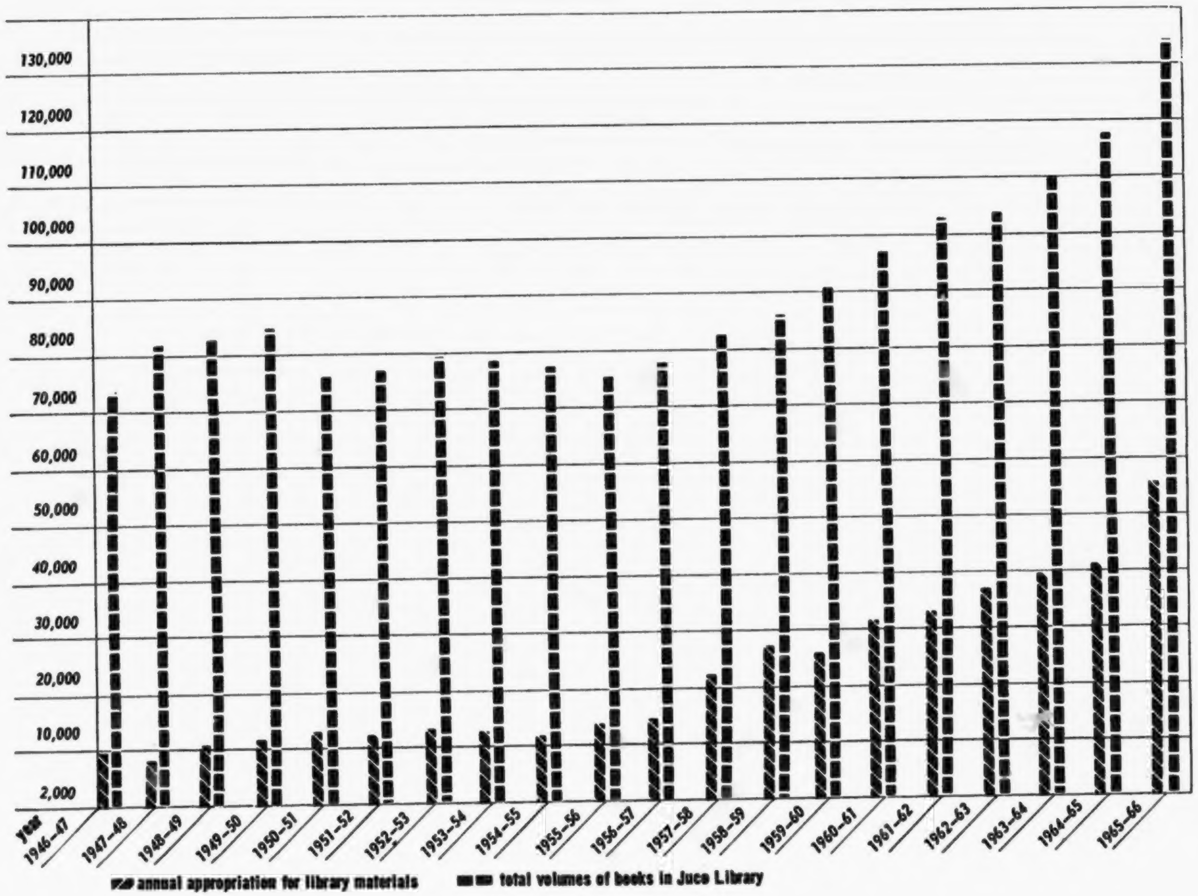


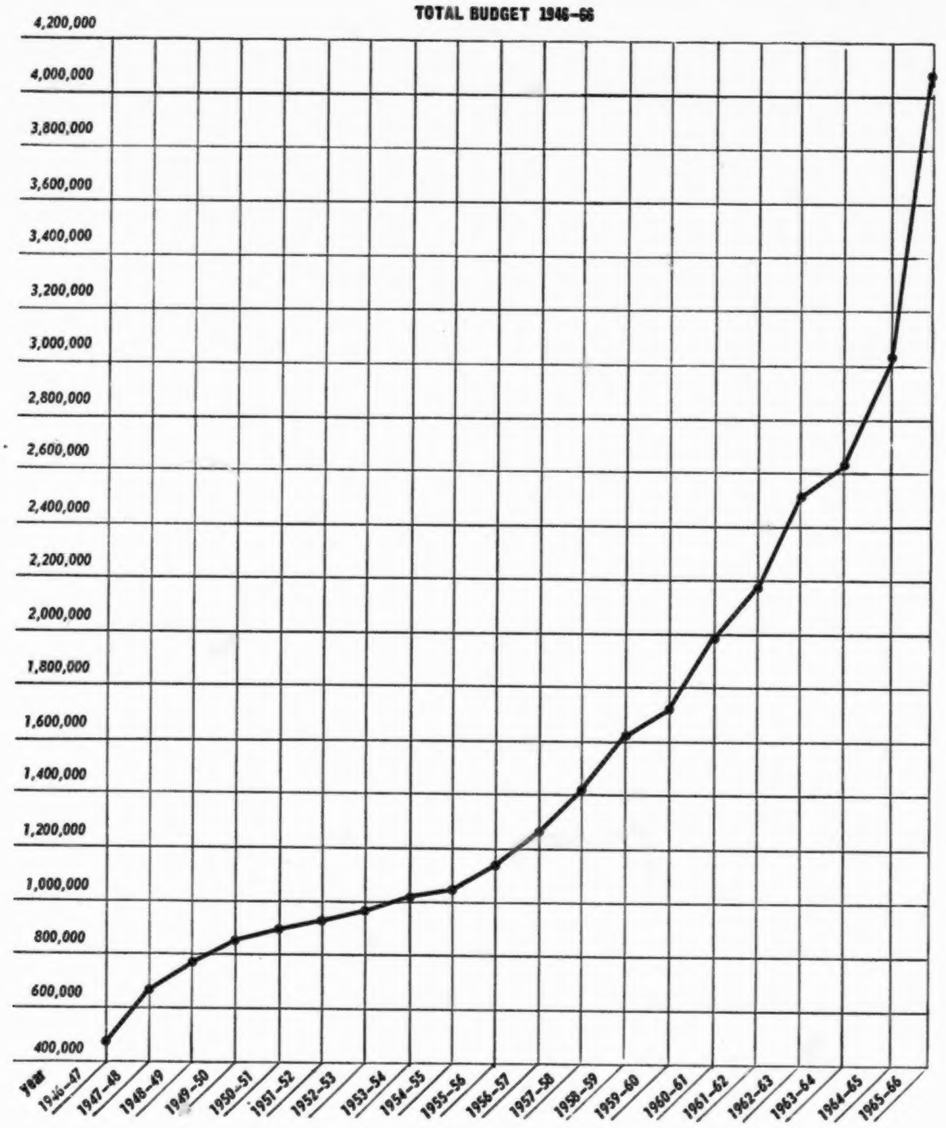
PUBLIC JUNIOR COLLEGE ENROLLMENTS 1946–66



JUNIOR COLLEGE DISTRICT VALUATIONS

LIBRARY 1946–66





TOTAL BUDGET 1946–66

by some 20 years a movement which began at the University of Chicago under the direction of its President, William Rainey Harper. It is only natural that the early institutions established under this state legislation would reflect the philosophy of the period. Although these institutions were better known as junior colleges, a term coined by President Harper, they were high-school extension institutions by the terms of the legislation.

During the ensuing 20-year period following the establishment of junior colleges at Marysville, Holton, Fort Scott, and Garden City, 12 more such institutions were founded. Of the 16 established, the Marysville and Holton institutions ceased to operate after only a short period of time. Although the remaining 14 institutions were few in number and their enrollments were small, they did provide a unique service to their respective communities, and each passing year provided increasing evidence of the potential and influence which such institutions could, and did, contribute to Kansas public educational endeavors.

During the periods immediately preceding and following World War II, Kansas continued the typical pattern of tradition established with the 1917 legislation. Local legislation, as a matter of expediency over that of general legislation, was the prevailing pattern and eventually led to a confusing maze of operational procedures. One attempt which ended in failure and which appears to have had some significance was that of state aid in 1925. Although it failed by only a slight margin, it is interesting to note that there was no evidence to indicate a changing philosophy relative to the role and function of this type of educational institution. A further significant aspect is that no subsequent attempt at state aid received any greater consideration until the passage of a limited provision in 1961.

Exploding population trends, with the subsequent increase in the percentage of our nation's youth seeking opportunities for post-high-school pursuits, has led to a national reevaluation of the role of two-year college. Coupled with this fact is that of the economic demands of our society. The present complex and changing economic structure demands a more diversified program of post-high-school opportunity—a type of program which is geared to meet the educational gap in post-high-school educational opportunities and one in which the junior colleges have provided for a number of years to their respective communities. In Kansas, this was accomplished without the benefit of any state aid prior to 1961. Also, research projects have proven that the educational products of these institutions have performed on a par with their four-year college or university counterparts.

The intensive program of evalution during the 1950's and the early 1960's established integrity and created confidence in existing junior college programing. This established a firm background for initiating a further improvement in the organizational legal structure and for further program improvements.

All of these factors have led many citizens to focus their attention upon the uniqueness of this institution. Its potential is not yet fully understood or realized, but it has been discovered and with discovery has come increasing acceptance of the two-year college as a full-fledged partner in higher education and as the logical vocational and community service unit at the post-high-school level.

It has often been said that it takes 75 years for a major educational change to be accepted and become reality. Seventy years have now passed since the junior college movement began in 1896 at the University of Chicago. During this period, over 800 such institutions have been established across the nation. Junior colleges now represent approximately one-third of all institutions of higher education and enroll in excess of twenty percent of all college students. It has been estimated that this figure will increase to forty percent by 1970.

Language laboratory, Butler County Community Junior College, 1967.

In making application of the above figures to Kansas, we find an approximate 20 percent increase in student population during the fall of 1965 over that of the previous year and in 1966 we find another comparable increase to a total in excess of 11,000 students. This figure will, no doubt, continue to show a corresponding increase in the years ahead and can reasonably be expected to reach 16,000 plus in 1975 as projected by Dean Kenneth Anderson earlier in the present calendar year.

Although much remains to be accomplished, the 1965 legislation establishing a state system for junior colleges reflects the national trends and thoughts and has formed a beginning basis for an expanding acceptance of the community junior college in our state. Among such trends for which this legislation provides in part are:

1. The necessity for a separate organizational structure without any direct attachment to local high-school structure.
    - (*a*) Staff
    - (*b*) Curricula
    - (*c*) Facilities
    - (*d*) Administration
2. Continuance of the principle of local control which is responsive to both its local constituency as well as to state authority.
3. Recognition of the multiple function in curricular offerings.
4. Recognition of the responsibility of the state as well as its citizenry for financial support.
5. Recognition of the necessity for safeguards and controls.
6. Recognition of the necessity for evaluation and legislative change to insure the establishment and maintenance of reputable institutions.

In closing, it appears that the following poem, author unknown, reflects the challenge which faces all higher educational endeavors in the State of Kansas and one in which the community junior college can make a major contribution as it embarks upon the next 50-year period.

> *I am the new era, I am unused, unspotted, without blemish. I stretch before you many days and months long. I will present each day in its turn, a new leaf in the Book of Life, for you to place upon it your imprint.*
>
> *It remains for you to make of me what you will; if you write with firm, steady strokes, many pages will be a joy to look upon when the next era comes. If the pen falters, if uncertainty or doubt should mar the page, it will become a day to remember with pain.*
>
> *I am the new era. Each hour of each year, I will give you sixty minutes that have never known the use of man. White and pure, I present them; it remains for you to fill them with sixty jeweled seconds of love, hope, endeavor, effort, patience, and trust in God.*
>
> *I am the new era, I am here but once past, I can never be recalled. Make me your best.*

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Appendix A

Senate Concurrent Resolution No. 22

STUDY OF JUNIOR COLLEGES

SENATE CONCURRENT RESOLUTION No. 22

A Concurrent Resolution directing the Kansas legislative council to make a thorough and comprehensive study concerning the role, function, organization, general supervision and financing of junior colleges in this state and to make a report of its study together with such recommendations as it shall see fit to adopt.

Whereas, There are fourteen public junior colleges in this state, twelve of which are located in the southern half of the state and all of which are accredited; and

Whereas, In 1962-1963 enrollments of these fourteen public junior colleges are reported to exceed six thousand students; and

Whereas, There is a lack of uniformity in the tax bases of these junior colleges; and

Whereas, A few junior colleges are being partially financed by a county levy, while most of them primarily depend upon money raised by a property tax levied upon the valuation of the city school district in which each is situated; and

Whereas, There is little uniformity among said junior colleges concerning the amount and kinds of student fees charged and collected; and

Whereas, It has been pointed out by various surveys that the major pressure on Kansas colleges and universities during the next fifteen years will arise from the anticipated doubling of the number of students; and

Whereas, The state will undoubtedly rely on the public junior colleges to provide part of the facilities for higher education for this great increase in the number of students; and

Whereas, If the maximum use of public junior colleges is to be made in this state in furnishing part of the facilities for higher education to the increasing number of students there should be some provision made to establish some uniformity among the public junior colleges of the state including, but not by way of limitation, a tax base to provide adequate financing, minimum standards of enrollment, area requirements, courses of study and curriculum, tuition and fees and also organization and supervision; and

Whereas, An equitable and adequate program of state financial assistance to public junior colleges must be based on certain standards and uniformity established by law or rules and regulations of some state authority such as the state department of education; and

Whereas, The trend among other states has been to establish a state system of public junior colleges in order that students residing in all regions of the state would have available a junior college for attendance; and

Whereas, It has also been recommended that public junior colleges should be reconstituted and their educational program elevated under individual local boards; and under the general supervision of the state board of regents; and

WHEREAS, A determination of the advisability and feasibility of the adoption of many of the suggestions and recommendations heretofore set out in this preamble by the enactment of the necessary legislation would first require a thorough and comprehensive study concerning the role, function, organization, general supervision and financing of junior colleges in this state: Now, therefore,

Be it resolved by the Senate of the State of Kansas, the House of Representatives concurring therein: That the Kansas legislative council is hereby authorized and directed to make a thorough and comprehensive study concerning the present and proper future role, function, organization, general supervision and financing of junior colleges in this state and to make a report of its study together with such recommendations as it shall see fit to adopt to the 1965 regular session of the Kansas legislature.

Be it further resolved: That the secretary of state is hereby directed to transmit a copy of this resolution to the chairman and to the secretary of the Kansas legislative council.

Adopted April 1, 1963.

Appendix B

Constitutions of The Kansas Public Community Junior College Association

(*a*) First Constitution—adopted February 5, 1926
(*b*) Present Constitution—adopted January, 1966

CONSTITUTION OF THE KANSAS PUBLIC JUNIOR COLLEGE ASSOCIATION

Adopted February 5, 1926

Article I.

Section 1.—The name of this organization shall be the Kansas Public Junior College Association.

Section 2.—The membership of this organization shall consist of the Junior Colleges of Arkansas City, Coffeyville, Ft. Scott, Garden City, Iola, Independence, Kansas City, and Parsons. This membership may be changed by a two-thirds vote of the entire Executive Committee provided thirty days notice has been given the proposed action.

Article II.—ADMINISTRATION

Section 1.—The business of this association shall be transacted by an Executive Committee which shall be composed of the Superintendent of Schools in the Junior College cities or some person appointed by him.

Section 2.—The officers of this association shall consist of a president, vice-president and a secretary-treasurer and shall be chosen at the annual meeting during the Council of Administration at Topeka for a period of one year, each college having one vote. A majority of all members of the association shall elect.

Section 3.—The duties of these officers shall be those which are usually performed by such officers.

Section 4.—Regular meetings shall be held during the State Teachers' Convention and during the Council of Administration. Special meetings shall be called by the president when occasion demands or by the secretary when a special request in writing signed by two-thirds of the membership is made to him.

Article III.

Section 1.—The annual membership fee for this shall be two dollars per school, payable October 1st of each year. Special levies may be made by the Executive Committee as occasion demands.

Article IV.—Activities

Section 1.—The forms of college activities which shall be promoted by this association shall be football, basketball, track, debate, oration and declamation. Any other activity may be included by a vote of a majority of the schools.

Article V.—ELIGIBILITY

Section 1.—A contestant must have made passing grades in a minimum of ten semester hours of college work or three high-school subjects, in last semester of attendance in school, or have graduated in high school, and must be passing in ten hours at the time of the contests. A contestant must have been in class five days before he can participate in a contest.

Section 2.—A contestant may not participate in any activity more than two years.

Section 3.—A contestant must not have more than sixty semester hours credit or its equivalent.

Article VI.—AWARDS

Section 1.—Letters may be awarded in any contest. Each individual player in any athletic contest may be awarded emblems in the form of a silver football for football, a silver basketball for basketball championships, and similar emblems for other athletic activities by the athletic association of the Junior College winning the championship.

Article VII.

This constitution may be amended by a two-thirds vote of the entire Executive Committee provided thirty days notice has been given of such intended action.

The following rules shall be applicable for all activities of an extra-curricular nature in which the member schools participate:

Football

Rule I.—A schedule of games shall be made at the Council of Administration meeting by the Executive Committee.

Rule II.—The eligibility rules shall be the same as provided in the Constitution.

Rule III.—The school having the highest percentage of games won, shall be champion provided such school has played at least three schools and at least four games of the association.

Rule IV.—The home school shall furnish the officials, a list of whom shall be submitted to the authorities of the visiting school prior to the contest. A fifty dollar guarantee shall be allowed in all games. This amount may be changed by the consent of the two competing schools.

Basketball

Rule I.—A schedule of games shall be made at the time of the Annual Teachers' meeting by the Executive Committee.

Rule II.—The eligibility rule shall be the same as provided in the constitution. It is the spirit of this Association that no player shall participate in other than college games.

Rule III.—No school shall be declared champion which has not competed with at least five colleges of this Association.

Rule IV.—The home school shall furnish all officials, a list of whom shall be submitted to the visiting school at a reasonable time prior to the contest. A fifty dollar guarantee shall be provided for each game by the home school unless by mutual agreement of the two competing schools.

Rule V.—Spalding Rules will govern all contests.

Track

Rule I.—The date shall be fixed by the Executive Committee.

Rule II.—Each team shall pay its own expenses to the meet.

Rule III.—The local school shall manage all local matters pertaining to the meet.

Rule IV.—All expenses shall be taken out of the gross receipts after which the net receipts will be prorated on the basis of man-mileage provided the local school shall receive an average of all the net receipts which any school could have received.

Rule V.—Two men may enter in each event. Each man may enter in four events exclusive of the relay race. Each team will be limited to ten men.

Rule VI.—The following events will be included in the track schedule: 100 yard dash; 120 high hurdles; 220 yard dash; 440 yard dash; 220 low hurdles; 880 yard dash; mile; mile relay; pole vault; sixteen pound putt; high jump; broad jump; discus; javelin.

Debate

Date.—The contest shall be held during April as determined by the Executive Committee.

Place.—The pairing shall be done by the Executive Committee.

Eligibility.—The rules shall be the same as founded in the convention.

Question.—The question shall be chosen by the Executive Committee.

Number of Debators.—Two debators shall constitute a team.

Time Limit.—The main speeches shall not exceed 14 minutes in length and each speaker shall be given a rebuttal speech not to exceed 7 minutes in length.

Expenses.—The expense shall be prorated among the schools as to transportation, board and lodging of the team and one sponsor.

Judges.—The judges shall be chosen in the same manner as in the Kansas High School Debating League except the home school shall submit the names of the judges to the visiting school.

Declamation

Date.—The contest shall be held during April as determined by the Executive Committee, on the same day and in the same city as the Oration contest.

Place.—The place of the contest shall be determined by the Executive Committee.

Eligibility

Section 1.—The rules shall be the same as provided in the Constitution except that the winner of first place shall be ineligible in a Declamation contest in this association thereafter.

Section 2.—No selection which has won first place shall be eligible in the next contest following the one in which it won a first.

Section 3.—Each contestant shall choose his own selection.

Section 4.—No selection in the contest shall exceed twelve minutes in length.

Section 5.—A decision for first and second place will be rendered by an expert judge.

Expenses.—The expenses of the contest shall be paid out of the gross receipts after which the remainder shall be prorated among the contesting schools on the basis of mileage provided that the school which holds the contest shall receive the amount equal to the average each school would have received. No entrance fee shall be charged.

Awards.—Cups may be awarded by the entertaining school.

Oration

Date.—The contest shall be held during April as determined by the Executive Committee on the same day and in the same city as the Declamation Contest.

Place.—The place of the contest shall be determined by the Executive Committee.

Eligibility.

Section 1.—The rules shall be the same as provided in the constitution except that the winner of first place shall be ineligible in the oration contest in this association thereafter.

General Regulations.

Section 1.—The subject for oration shall be chosen by the Executive Committee and the oration must be an original production.

Section 2.—No oration shall exceed 1600 words.

Section 3.—One expert judge on delivery will grade the contestants, basing his judgment on general impressions.

Expenses.—The expenses of the contest shall be paid out of the gross receipts after which the remainder shall be prorated among the contesting schools on the basis of mileage provided that a school which holds the contest shall receive an amount equal to the average each College would have received. No entrance fee shall be charged.

Awards.—Cups may be awarded by the entertaining schools.

CONSTITUTION and BY-LAWS OF THE KANSAS PUBLIC COMMUNITY JUNIOR COLLEGE ASSOCIATION

Revised, January, 1966

Article I

Section 1.—The name of this organization shall be the Kansas Public Community Junior College Association.

Section 2.—Regular membership of this organization shall be limited to the Public Community Junior Colleges in Kansas. Any Public Community Junior College accredited by the State Authority shall be eligible for membership. Other types of membership may be established by by-law.

Section 3.—The business of this Association shall be transacted by the Administrative Committee which shall be composed of the chief administrator of member Public Community Junior Colleges or a person representing the chief administrator. A simple majority of the Administrative Committee shall constitute a quorum. Each Public Community Junior College is entitled to one vote.

Section 4.—The officers of this Association shall consist of a President, Vice-President and a Secretary-Treasurer. The officers shall be elected at the annual meeting during the Council of Administration, for a period of one year.

Section 5.—The duties of the officers shall be those which are usually performed by such officers. The Executive Committee shall consist of the officers and the immediate past president. The function of the executive committee shall be to make such decisions as need to be made when it is not convenient for the Administrative Committee to meet or take action. Matters necessitating a decision between Administrative Committee meetings, not determined by the Constitution or the Administrative proceedings, shall be determined by the Executive Committee.

Section 6.—Three regular meetings shall be held annually; one in October, one during the Council of Administration, and one in March. The election of officers shall be held during the Council of Administration meeting.

Special meetings shall be called by the President when the occasion demands, or by the Secretary when a special request in writing signed by two-thirds of the membership is made to him.

Article II

The constitution may be amended by two-thirds favorable votes of the entire Administrative Committee. Official notification, including proposed changes, shall be given to each member college in writing by the Secretary of the Association thirty (30) days prior to the action on said amendment.

Article III

This Association shall promote those activities that meet the requirements of a comprehensive program consistent with the Public Community Junior College image. Any activity may be included by a majority vote of the members of the Association.

Article IV

The annual membership fee shall be fifty dollars ($50.00). The membership fee is payable on or before November 1.
Special levies may be made the Administrative Committee as occasion demands.

Article V

The By-Laws shall constitute a working and functional part of this Constitution. The By-Laws may be amended by a simple majority vote of those present at any regular or called meeting of the Association.

GENERAL BY-LAWS

Rule I. Special Levies.

Section 1.—An assessment of ten cents (10¢) per student shall be levied on all member colleges each semester. The student count shall be made at the end of the 5th week of both first and second semesters.

Section 2.—Payment of special assessments shall be made on or before November 1 and March 15 of each college year.

Rule II. Associate Memberships.

Section 1.—Any accredited two-year college in Kansas whose credits will transfer and apply toward a baccalaureate degree, may be granted an Associate Membership by making formal application to the Secretary of the Association.

Section 2.—Associate Member two-year colleges will pay the regular annual membership fee as stated in the Constitution. Associate Members will not be assessed for special levies.

Section 3.—Associate Members will be granted the right of discussion and debate in regular or called meetings, but shall have no vote in matters of official business.

Section 4.—Participation in the activity programs sponsored by the Association shall not be granted Associate Members, except in case of invitation as voted by a majority of the members of the Association.

Rule III. Athletics.

The Association endorses a fully rounded program of athletics which shall be governed and controlled by the Kansas Jayhawk JuCo Conference members and officials.

Rule IV. Forensics.

Section 1.—The date and place of the forensic meet shall be determined by the Administrative Committee.

Section 2.—The management of the annual forensic tournament shall be in the hands of a Forensic Committee of three, appointed by the President. A representative of the college at which the meet is to be held shall be the executive head of such committee for that college term.

Section 3.—Events shall include debate, declamation, oration, and extemporaneous speaking.

Section 4.—The question for debate shall be the one selected by Pi Kappa Delta, the National Debate Fraternity.

Section 5.—Detailed regulations shall be formulated by the management committee.

Section 6.—Expenses of the forensic meet shall be borne by the Association. The Forensics Committee of three shall select the awards.

Section 7.—In the debate tournament, colleges are limited to one place.

Section 8.—Competition shall be open to any full-time student in the Junior College who has not completed more than 64 hours including physical education. Ten hours, exclusive of physical education, shall be considered the minimum load for a full-time student.

Rule V. STUDENT COUNCIL.

Section 1.—The Association shall sponsor a student organization known as the Kansas Public Community Junior College Student Council Association.

Section 2.—The Student Council Association shall operate under a constitution as adopted by that organization and approved by the Administrative Committee.

Section 3.—The Dean or President of the College from which the Student Council President is elected shall be the sponsor and liaison officer representing the Administrative Committee.

Rule VI. OTHER ACTIVITIES.

The Association may promote and sponsor such other activities as determined by the Administrative Committee.

Appendix C

Program of The Trustee-President's Conference Topeka, 1967

TRUSTEE-PRESIDENT'S CONFERENCE

Topeka, Kansas

May 10, 1967

Tuesday, May 9

Evening

7:00 Pre-Conference Meeting, Ramada Inn

Wednesday, May 10

Morning

8:00 Conference Registration, Lobby, Ramada Inn

9:00 "Conference Plan"—Ralph W. Banfield
"Welcome"—W. C. Kampschroeder, State Superintendent of Public Instruction
"The Community Junior College"—Carl L. Heinrich
"Planning for the Next Legislative Session"—Rees H. Hughes, President Emeritus, Kansas State College of Pittsburg and Member Kansas State House of Representatives

10:30 "Theoretical Basis for Board/Administrator"—Local Community—State Relationships—Trustee-President Interpretation (Small Institutions)
Nathan Ivey, President, Southwestern
Michigan College, Dowagiac
Fred Mathews, President, Board of Trustees
Southwestern Michigan College

11:15 COFFEE BREAK

11:30 "Midwest Community College Board Meeting"—(Role Playing—Simulated Meeting)

12:30 BUFFET LUNCH

Afternoon

1:30 "Defining Roles" (Large Institutions)
Administrators: Robert Lahti, President
William Rainey Harper College, Illinois
Trustees: John Haas, President, Board of Trustees,
William Rainey Harper College

2:30 "Guidelines for Trustees and Presidents"—Consultants Reports

3:30 COFFEE BREAK

3:45 Seminars

6:15 BUFFET DINNER

7:00 "Report of Universities Role As A Consultant"

8:15 "Case Studies"

CONFERENCE STAFF

Ralph W. Banfield, Executive Secretary
  Midwest Community College Leadership Program, Ann Arbor, Michigan
Carl L. Heinrich, Director
  Community Junior Colleges, Topeka, Kansas
Sigurd Rislov, Consultant
  Director, Junior College Administrative Program, Wayne State University, Detroit, Michigan
Max S. Smith, Consultant
  Director, Community College Administrative Training Program, Michigan State University, East Lansing, Michigan
Raymond J. Young, Consultant
  Director, Community and Junior College Administrative Institute, University of Michigan, Ann Arbor, Michigan
William A. Black, Consultant
  Professor of Education, Kansas State College of Pittsburg, Pittsburg, Kansas

Supported in part by a grant from the W. K. Kellogg Foundation

Appendix D

Program of The 1967 Midwest Community Colleges Leadership Workshop Kansas State Teachers College, Emporia

THE "OPEN DOOR" COMMUNITY JUNIOR COLLEGE

KSTC-Emporia, Kansas
July 24-28, 1967

Co-sponsored by:
- The Midwest Community College Leadership Program
- The Kansas Public Community Junior College Association
- Kansas State Teachers College—Emporia
- Kansas State College—Pittsburg

Co-directors:
- Dr. William A. Black, Professor of Education—Kansas State College of Pittsburg
- Dr. Jack M. Flint, President—Kansas City Community Junior College and the Kansas Public Community Junior College Association

PROGRAM

July 24

8:00-10:30	Registration—Student Union KSTC
10:45-11:00	Opening Remarks
11:00-11:15	Overview of the Workshop and Presentation of Workshop Consultant—Dr. William A. Black
11:15-12:15	Dr. Leland Medsker—Center for the Study of Higher Education, University of California *Philosophy of the "Open Door" College* *Some Implications for Implementation of the "Open Door" College*
12:15- 1:30	Recess for Lunch
1:30- 2:00	Mr. Ralph Banfield, Executive Secretary—Midwest Community College Leadership Program *The Midwest Community College Leadership Program*
2:00- 3:30	Dr. Leland Medsker *Nature of the Student in an "Open Door" College* *Success of "Open Door" college students in College and University Parallel Programs*—Discussion Session (format to be arranged)
4:00	Kansas State Teachers College Reception—All Workshop Participants, Staff, and KSTC Faculty

July 25

9:00-10:15	Dr. Leland Medsker *The "Open Door" College—Partner in American Higher Education* *Articulation with Secondary Schools and Four Year Collegiate Institutions*
10:15-10:30	Coffee Break
10:30-11:15	Dr. Leland Medsker *Staff Characteristics and Responsibilities*
11:15-12:00	Discussion (format to be arranged)
12:00- 1:30	Recess for Lunch
1:30- 2:30	Dr. Leland Medsker *Utilization of Available Research on the Two Year College* *The Obligation of the "Open Door" College in Research*
2:30- 3:30	Discussion (format to be arranged)

July 26

9:00- 9:05	Presentation of Workshop Consultant—Dr. Jack M. Flint
9:05-10:30	Dr. Marvin Knudson, Executive Secretary of the Arizona State Junior College Board *Identification of and Response to Community Needs*
10:30-10:45	Coffee Break
10:45-12:00	Panel Discussion (format to be arranged)
12:00- 1:30	Recess for Lunch
1:30- 2:30	Dr. Marvin Knudson *Identification of and Response to Individual Needs*
2:30- 3:30	Panel Discussion (format to be arranged)

July 27

9:00-10:00	Dr. Marvin Knudson *State Responsibility for the "Open Door" Community Junior College . .* 1. Planning 2. Governing 3. Financing 4. Coordinating 5. Supervising 6. Research and Evaluation
10:00-10:15	Coffee Break
10:15-11:15	Panel Discussion Carl Heinrich—Kansas Director, Community Junior Colleges Dr. Wally Good, Director of Extension, KSTC Dr. O. L. Plucker, Superintendent of Schools—KCKs. Dr. William Black Dr. Jack M. Flint *The Kansas State Plan for Community Junior Colleges*
11:15-11:45	Discussion—Question and Answer
11:45- 1:30	Recess for Lunch
1:30- 2:30	Dr. O. L. Plucker *Local Relations of the "Open Door" College*
2:30- 3:30	Dr. Marvin Knudson *Powers and Responsibilities of the Local Board of Control*

July 28

9:00-10:00	Dr. Marvin Knudson *Fulfillment of the "Open Door" Concept* 1. Organizational and Administrative Processes 2. Curricular Processes 3. Co-curricular Processes
10:00-10:15	Coffee Break
10:15-11:15	Panel Discussion (format to be arranged)
12:00	Luncheon—KSTC Student Union Introduction of Speaker—Dr. John Visser, President—KSTC Address—The Honorable Robert Docking, Governor of the State of Kansas Closing Remarks—Dr. Jack M. Flint

Appendix E

Program of The 1966 Hutchinson KSTA Meeting

DEPARTMENTS

STATE JUNIOR COLLEGE MEETING

Theme: Articulation in Higher Education
Thursday, November 3, 1966
9:30 a. m. KSTA First General Session, Sports Arena
1:30-3:00 p. m. College and Junior College Department meeting, Hutchinson Community Junior College Auditorium
Address: "Articulation in Higher Education"
Speaker: Dr. Joseph P. Cossand, President, The Junior College District of St. Louis, St. Louis County, Missouri
3:15-5:30 p. m. Group Meetings

CHIEF ADMINISTRATORS

Walnut Room, Student Union
Chairman: Dr. Jack Flint, President, Kansas Public Community Junior College Association, Kansas City, Kansas Community Junior College
Panel: Dr. Arthur Miller, Dean of Students, Kansas State Teachers College
Mr. Richard Barnett, Assistant to the President, Ft. Hays State College
Dr. Harland L. R. Paschal, Superintendent, Hutchinson Public Schools
Subject: "Suggested Reforms for the Improvement of Articulation in Kansas Higher Education"

DIVISION OF BUSINESS

Room 203, Administration
Chairman: R. L. Seager, Butler County Community Junior College
Panel: Dr. Raymond Russell, Ch. Dept. of Business, KSTC, Emporia
Dr. Fran Jabara, Dean, Col. of Business, Wichita State University
Dr. Joseph McGuire, Dean, School of Business, University of Kansas
Dr. Milburn Little, Ch. Dept. of Economics and Business, Ft. Hays State
Dr. C. Clyde Jones, Dean, College of Commerce, Kansas State University
Dr. Ralf J. Thomas, Ch. Dept. of Business Administration, KSC, Pittsburg
Subject: "Articulation Between Business Departments of the Junior and Senior Colleges"

DIVISION OF HUMANITIES

English and Journalism

Room 105, Administration
Chairman: Mrs. Arless Eile[illegible] Hutchinson Community Junior College
Panel: Dr. Duane Nichols, Director of Freshman English, Kansas State University
Dr. William Elkins, Director of Freshman English, Kansas State Teachers College, Emporia
Dr. John R. Willingham, Director of Freshman-Sophomore English, University of Kansas

Dr. Vern Panzer, Head of Freshman English, Kansas Wesleyan University
Subject: "Articulation in Composition and Literature"
Audience Participation

Modern Language

Room 104, Administration
Chairman: Gerald Hickey, Hutchinson Community Junior College
Panel: Dr. Minnie Miller, Ch. Modern Language Department, Kansas State Teachers College, Emporia
Dr. Robert Elkins, Dept. of Germanic Languages and Literatures, University of Kansas
Dr. Eugene Savaians, Chairman, Spanish Department, Wichita State University
Subject: "Articulation between Junior Colleges and Four Year Institutions in the Field of Modern Language"

Music and Art

Auditorium
Chairman: Vernon Zollars, Dodge City Community Junior College
Panel: Dr. B. A. Nugent, Head of the Department of Music, Kansas State Teachers College, Emporia
Leroy Twarogowski, Instructor in Art, Fort Hays State
Subject: "Getting Together on Curriculum Matters"

Speech

Room 205, Administration
Chairman: Everett W. Brown, Pratt Community Junior College
Panel: Dr. Alex Daughtry, Ch. Division of Teacher Education, Kansas State Teachers College, Emporia
Dr. Karl Bruder, Head of Department of Speech, Kansas State Teachers College, Emporia
Mr. Joe Hardy, Hutchinson Businessman and Host of KTVH Community Window
Subject: "The Articulation of Speech Activities between Junior and Senior Colleges"

DIVISION OF LIFE SCIENCE

Biological Science

Room S128, Biology Lecture Hall, Science Building
Chairman: Ardon Brandyberry, Hutchinson Community Junior College
Speaker: Dr. Ted Surdy, Professor of Biology, Kansas State Teachers College, Emporia
Subject: "The Audio-tutorial Method of Teaching Bacteriology"

DIVISION OF PHYSICAL SCIENCE

Chemistry

Room S130, Chemistry Lecture Hall, Science Building
Chairman: Robert W. Barclay, Allen County Community Junior College, Iola
Speaker: Dr. Clark E. Bricker, Professor of Chemistry, University of Kansas
Subject: "The Undergraduate Program in Chemistry at the University of Kansas"

Physics

Room S117, Physics Lecture Hall
Chairman: William Kitchen, Hutchinson Community Junior College
Speaker: Dr. Bruce Daniel, Head of Department of Physics, Pittsburg State College
Subject: "Physics in the Kansas Junior Colleges"

Mathematics

Room 102, Administration
Chairman: L. A. Britton, Hutchinson Community Junior College
Panel: Henrietta Courtright, Cowley County Community Junior College
Loren L. French, Kansas City, Kansas, Community Junior College
Dale Meadors, Garden City Community Junior College
Kay Dunday, Hutchinson Community Junior College
Subject: "Improving the Mathematics Curriculum in the Junior Colleges"

DIVISION OF SOCIAL SCIENCE

History, Government, Sociology, and Economics

Room: Student Union Lounge
Chairman: Olin Allen, Hutchinson Community Junior College
Business meeting—then small group discussion
Friday, November 4, 10:00 a. m. Student Union
Speaker: Dr. F. O. Woodard, Chairman of the Department of Economics, Wichita State University
Subject: "Current Business—Government Relations"

Psychology

Room 101, Administration
Chairman: Bonnie E. Brown, Kansas City, Kansas, Community Junior College
Panel: Mrs. Leona Watkins, Butler County Community Junior College
Mr. Jon Gosser, Kansas City, Kansas Community Junior College
Subject: "Student-Teacher Relationships"

LIBRARIANS

Place: John F. Kennedy Memorial Library
Chairman: Mrs. Audria Shelden, Dodge City Community College
Discussion: Jean Bailey, Pratt Community Junior College
Patsy Ruddick, Garden City Community Junior College
Audria Shelden, Dodge City Community Junior College
Subject: "The Junior College Library: Its Physical Facilities and Services"

GUIDANCE-COUNSELING

Room 209, Administration
Chairman: Jerry L. Walters, Kansas City Kansas Community Junior College
General Discussion
Subject: "Junior College Counseling: Problems and Responsibilities"

DRAFTING

Room 7, Vocational-Technical Building
Chairman: Moses H. Voth, Independence Community Junior College
Speakers: Frank E. Fitzgerald, Instructor in Mechanical and Drafting Technology, Southeast Kansas Area Voc-Tech School and McFarland Trade School, Coffeyville
Fred J. Smith, Assistant Professor, Industrial Education and Art, Kansas State College, Pittsburg
Dr. F. Victor Sullivan, Associate Professor, Industrial Education and Art, Kansas State College, Pittsburg

REGISTRARS

Room 108, Administration
Chairman: Orville P. Kliewer, Dodge City Community Junior College
Speaker: Cecil Kelley, IBM Regional Office, Wichita
Subject: "Data Processing for the Registrar's Office"

6:30 p. m. Thursday, DINNER, Student Union, Hutchinson Community Junior College

Foreman: Dr. Jack Flint, President, KPCJCA

Invocation: Dr. A. H. Elland, President, HCJC

Greetings: Dr. Melvin Neely, Executive Secretary, KSTA

Official Roundup: Paul Jewell

Music: The Dragonaires, Mr. Russell Dickenson, Director

Address: "Riding Herd on Personnel Policies," Dr. Max Raines, Associate Professor of Higher Education, Michigan State University, East Lansing

Friday, November 4

8:00-9:45 a. m. BREAKFAST, Student Union, HCJC

Foreman: Dr. Jack Flint, President, KPCJCA

Invocation: Lieutenant Governor John W. Crutcher, State of Kansas

Address: Governor William H. Avery, State of Kansas

Branding Procedures: Paul Jewell

KSTA Round Tables (See General Program)

2:00 p. m. KSTA Second General Session, Sports Arena

Appendix F

Data on Liberalized Curricular Offerings in Kansas Junior Colleges—1936

SUMMARY OF KANSAS PUBLIC JUNIOR COLLEGE QUESTIONNAIRE

J. F. Wellemeyer, 1936

Special Summary of Questions 1 and 2:

1. Courses which might be termed "terminal" now offered in the Junior Colleges.

Secretarial and commercial	9
Teacher training	5
Oil industry courses	1
Music	3
Industrial Arts	1
Home Economics	1
Medical secretarial course	1

2. With additional means of support, what vocational or terminal courses would you feel justified in adding to your present offerings?

Business (bkkp., acc't.)	1
Agricultural engineering	1
Vocational agricultural	3
Electrical engineering	2
Restaurant management	1
Shop work for boys	5
Home Economics for girls	5

SUMMARY OF KANSAS PUBLIC JUNIOR COLLEGE QUESTIONNAIRE

J. F. Wellemeyer

1. *Courses which might be termed "terminal," now offered in the Junior Colleges.*

Arkansas City—Secretarial Training, Home Economics, Teacher Training
Dodge City—Secretarial Training, Teacher Training
El Dorado—Secretarial, oil field mechanics, oil field math., petroleum geology, Teacher Training, public school art and music
Fort Scott—Secretarial, Teacher Training, cafeteria, chorus and orchestra
Highland—Commercial, medical secretary course, and so-called "general" course
Hutchinson—Secretarial, parliamentary procedure, slide rule
Independence—
Iola—Shorthand I and II
Parsons—Commercial, industrial arts, music
Pratt—Commercial, teacher training
(Secretarial and commercial training include—typewriting, shorthand, accounting)

2. *With additional means of support, what vocational or terminal courses would you feel justified in adding to your present offerings?*

Arkansas City—General machine shop, auto mechanics, printing, expansion of home economics.
Dodge City—Vocational agriculture, agricultural engineering, electrical engineering

El Dorado—Machine courses in commerce, more extensive home economics, and more courses in oil industry

Fort Scott—General metal work, general wood work including cabinet making, vocational agriculture, homemaking courses for men and women, a coordinated program of employers and school providing experiences in various vocations for student

Highland—Agriculture, home making, possibly hotel and restaurant management

Hutchinson—Homemaking course, shop course for boys

Independence—Depends on the amount given by either state or national

Iola—Bookkeeping, accounting, business law, woodworking

Parsons—Vocational agriculture, electricity, carpentry, community economics or consumer education

Pratt—Agricultural courses and industrial arts courses for boys and courses in the field of home economics for girls

3. *How would you justify such additions?*

Arkansas City—On the same basis that any education at public expense can be justified.

Dodge City—This is a typical agricultural community where problems of soil conservation, water conservation, irrigation and engineering are necessary. They are of daily concern.

El Dorado—Many who do not plan on degrees after graduation do go on for additional work in such courses (6 mos. to 1 yr. in business college, trade schools, etc.)

Fort Scott—On the basis of their need in the community and the service which such offerings would render. Probably just as justifiable as the giving of Latin to pre-law students and chemistry to premedics would be the giving of vocational classes to those who need such.

Highland—The territory served has many young people unemployed. Many of them cannot or should not continue academic work. They need practical courses pointing to specific objectives. Unless the junior college provides such courses, they will not be provided.

Hutchinson—Need of community. No other agency offers such training. A boy cannot learn some of these things in our community unless he involuntarily gets admitted to the State Reformatory.

Independence—Non-college students (if enough of them) have as much right to courses as do college students planning advanced work.

Iola—Our present curriculum prepares for further college work but in many cases the student will be unable to complete a four-year college course.

Parsons—Need in the community and demand by students.

Pratt—Local practical applications.

4. *Is it financially difficult for you to maintain your present terminal offerings?*

Arkansas City—Not very, as the terminal courses are so limited.

Dodge City—It is financially impossible for us to carry the program under number 2 and 3 without aid—federal or state.

El Dorado—Yes. Our finances really are sufficient only for the barest academic offering.

Fort Scott—Yes, it is difficult to maintain our present terminal offerings.

Highland—Yes, quite.

Hutchinson—No, they are so limited that they entail little expense in addition to our regular program.

Independence—I doubt if one is more difficult than the other.

Iola—No. These offerings are too meager to be expensive. However, expansion is prevented by lack of money.

Parsons—We are able to maintain present offering but should be able to further extend it.

Pratt—Not particularly since offerings are small.

5. *Which courses do you find more expensive?*

Academic—1 school
Terminal and vocational—5 schools
Did not specify—4 schools

Courses offered which might be called terminal:

General Mathematics
Art for Elementary Teachers
Principles of Geography
Children's Literature
Shakespeare
Practical English
Journalism
Advanced Journalism
Public Speaking
Public Speaking (cont'd)
Dramatics
Dramatics (Advanced)
Principles of Argumentation and Debate
Accounting
Accounting (cont'd)
Accounting (advanced)
Economic and Industrial Geography
Business Organization
Salesmanship and Advertising
Applied Business Problems
Office Practice
Business Correspondence
Machine Shop Practice
Machine Shop Practice (cont'd)
General Auto Mechanics
General Auto Mechanics (cont'd)
Automotive Electricity
Automotive Electricity (cont'd)
Bench Woodworking
Wood Turning
Woodworking
Printing
Printing (advanced)
Showcard Writing
Showcard Writing (cont'd)
Art Metal
Freehand Drawing
Elementary Design
Costume Design
Clothing
Foods
Home and Family
Music Appreciation
Music History
Music History (cont'd)
Vocal Ensemble
Instrumental Ensemble
Public School Music
Class Voice Training
Typing
Advanced Typing
Shorthand
Shorthand (cont'd)
Business Law

Appendix G

State Plan For Kansas Community Junior Colleges

PREAMBLE

The purpose of the State Plan is to develop a uniform system of superior public community junior colleges integrated into the over-all educational program of the State of Kansas. The plan seeks to provide post-high-school education through a minimum number of institutions within reasonable commuting distance to every potential student in Kansas. Such community junior colleges shall be institutions of higher education, as differentiated from high-school extension, and shall (*a*) have qualified, separate faculties of their own; (*b*) have adequate, separate facilities of their own; (*c*) offer comprehensive, diversified programs of studies; and (*d*) be available to all students who want, need, and can benefit from such programs.

I. Authority

The 1965 Community Junior College Act (K. S. A. 1965 Supp. 72-6901 *et seq.*) establishes a state system of public community junior colleges.

Section 6 of the act stipulates that the State Department of Education shall develop a State Plan for communiy junior colleges which shall take into account the four factors specified therein.

II. Definitions

Wherever used herein, any term defined in Section 2 of the Community Junior College Act shall be accorded its statutory meaning.

III. Community Junior College Areas

The goal of this State Plan is to establish not to exceed twenty-two community junior college areas. These areas should be located to provide a community junior college within reasonable commuting distance of every potential student in the State of Kansas, and, except in exceptional circumstances, to prevent establishing more than one community junior college in any such area. In general, reasonable commuting distance is considered to be 50 miles or one hour's driving time. However, this is not an inflexible distance-time test, but is subject to modification upon the basis of population density or sparsity and geographical consideration in particular areas. It is deemed impractical and inadvisable, at this time, to attempt to divide the state into specific geographical community junior college areas.

Criteria to be considered for determining community junior college areas shall include the following:

(1) Post-high-school needs (educational programs and services) which are not being met by existing public and private higher educational institutions;

(2) Degree of reduction in the effectiveness and comprehensiveness of service to students within reasonable commuting distance of existing institutions which would result from establishing a new community junior college;

(3) Number of potential students;

(4) Adequate financial base.

IV. Standards

Section 9 of the Community Junior College Act specifies standards which must be met by a district or districts to establish a community junior college.

V. Preparatory Study and Program

Preparatory Study

The Community Junior College Act (Section 8) stipulates that one or more interested school districts may make a preparatory study of the need and feasibility of establishing a community junior college. Each study shall include evidence and analysis of the following:

(1) The present concentration of population, and population trends and projections within the community junior college area.

(2) Number of resident high-school students living within the limits of the proposed district (grades nine through twelve).

(3) Number of resident high-school students living outside the proposed district, but not included in an existing community junior college district and not more than fifty miles or one hour's driving time from the approximate geographical center of the proposed district (grades nine through twelve). All such data shall be presented by school, grade, and school attended.

(4) Total school enrollments in grades one through twelve and in grades nine through twelve in the proposed area.

(5) Number of high-school graduates in the area during the preceding ten-year period, with a classification of their post-high-school educational experience.

(6) A ten-year estimate of the number of high-school graduates in the proposed community junior college district, and a ten-year projection of the estimated enrollment, curriculum development, and operating and capital expenses for the proposed community junior college.

(7) An analysis of vocational-technical programs offered by schools in the area.

(8) An analysis of all post-high-school educational facilities (including capacities) and curricula already existing in the area, including area vocational-technical schools and private and public institutions.

(9) An analysis of post-high-school curricula, services, and facilities needed and desired in the proposed community junior college district.

(10) A description of facilities and sites available which might be used for the proposed community junior college in relation to that of all other area institutions of post-high-school education. This phase should relate to an overall plan to develop a well-coordinated system of educational facilities.

(11) Student costs, in terms of tuition and fees, to attend existing area post-high-school institutions.

(12) A map showing the boundaries of the proposed community junior college district.

(13) A map showing geography and main commuting routes to the proposed campus sites.

(14) Community attitudes toward post-high-school education.

(15) Financial resources of the proposed district, including the ability to carry its share of operational costs as determined from its potential enrollment and program needs. These resources should be shown by statistical data on assessed valuation of all tangible property within the proposed district certified by the county clerk or county assessor of the county or counties involved.

When completed, twenty copies of the preparatory study (with all data and statistics pertaining to public and private colleges, universities, vocational-technical schools, elementary schools, and secondary schools to be verified by the administrative head or other appropriate authority of the college, university, or school involved), together with a petition from the board of education of the district or districts involved and a certified copy of a resolution authorizing the request, shall be submitted to the Advisory Council for Community Junior Colleges which shall, in turn, present all such material with its recommendations to the State Authority.

After considering such material and the Advisory Council's recommendations, the State Authority shall approve or disapprove establishment of the community junior college as proposed in the request. If approved, its establishment shall be subject to approval by the electors of the proposed community junior college district as provided by law. (Sec. 10 (*f*) of the Community Junior College Act.)

Curriculum

The basic purpose of the community junior college is to offer comprehensive post-high-school educational opportunities, normally of two-year duration, to youths and adults of Kansas. The educational offerings must be available at a reasonable cost to all persons.

A community junior college shall offer a wide variety of curricula. Both proposed and existing community junior colleges shall indicate development of comprehensive offerings, usually falling into five general classifications: College or university parallel; occupational, which includes technical and vocational training; adult education, which may include general education courses; guidance and counseling services; and public services.

The community junior college offerings should meet these needs:

(1) The high-school graduate who plans to obtain a baccalaureate degree, but either through preference or necessity desires to live at home for the first two years of the four years.

(2) The high-school graduate who desires training as a technician, highly skilled craftsman, or other semi-professional specialist which requires specialized study beyond the high school.

(3) The high-school graduate who goes directly into the world of work upon graduation, but later acquires post-high-school educational needs that can be met in locally available classes.

(4) The high-school non-graduate who desires to return for special training, upgrading, or retraining vocationally, or for general educational programs (subject to local regulations).

(5) The individual who desires to continue attending school for personal, vocational or avocational reasons.

(6) Individuals who, because of world, state, or community developments, desire specialized training in a public service endeavor. Examples would be in civil defense, training of scout leaders, and others.

Vocational and technical education is an essential part of most community junior college offerings. Kansas community junior colleges continuously should examine their curricula in terms of the effectiveness with which the local area vocational-technical schools meet the needs of all those interested in post-high-school education. The law provides that vocational or technical education offerings in community junior colleges should be closely coordinated with the state system of area vocational-technical schools and should be submitted to the State Board for Vocational Education for review before being implemented. Such studies should include exploration of short-term courses for adults as well as short or regular-term courses for students who contemplate employment at the conclusion of their junior college work. Such schooling requires a complete assessment of the technical and vocational needs of persons resident in the community junior college district for both actual and anticipated employment within and outside of the district.

As a matter of policy, inasmuch as community junior colleges are primarily commuter institutions, approval of the State Authority upon recommendation of the Advisory Council for Community Junior Colleges should be obtained prior to erecting dormitories.

VI. Expansion of Existing Community Junior College Districts

Section 11 of the Community Junior College Act specifies the procedures for adding territory to any existing community junior college district. Continued studies regarding development and expansion of existing districts are a responsibility of the Advisory Council for Community Junior Colleges, the State Authority, and the local community junior college districts.

Community junior college districts within close proximity of one another should explore continuously the opportunities for closer coordination, cooperation, and possible consolidation.

VII. Establishing an Additional Community Junior College Campus in an Existing Community Junior College District or Approving a New Community Junior College District Within Reasonable Commuting Distance of an Existing Community Junior College Campus

In community junior college districts of high population concentration, an additional campus may, upon recommendation of the Advisory Council for Community Junior Colleges and approval of the State Authority, be constructed if studies indicate a lack of availability of community junior colleges, and that services to the residents of the area are inadequate.

If an area within reasonable commuting distance of existing community junior colleges is not included in an existing community junior college district, and if a preparatory study indicates a need, a new community junior college district may be established upon recommendation by the Advisory Council for Community Junior Colleges and approval by the State Authority, subject to approval by the electors of the proposed district. New facilities within a new district should be placed near the geographic and/or population center of the proposed district.

VIII. Faculty Qualifications

Academic

The community junior college places major emphasis on quality instruction rather than on research and publications. To insure excellent instruction, faculty members should be well-qualified. Community junior colleges should employ teachers for competency in their teaching subjects as well as ability to teach. Community junior college teachers should be able to motivate students and be cognizant of community junior college philosophy.

Minimum preparation for community junior college teachers should be a master's degree, including a graduate major in the subject or field taught. The board of trustees should encourage the teaching staff to have 30 semester hours beyond the master degree. Several doctorates among the faculty add strength to the teaching program.

Vocational

Qualifications for teachers in technical education programs offered in community junior colleges shall meet the certification standards as provided for in the Kansas State Plan for Vocational Education (Section 1.53, *General Qualifications for Teachers of Vocational or Technical Education Subjects*). Minimum requirements for a one-year certificate to technical education teachers are five years experience in the programs which they teach, including three years' supervision of technical employees or one year's experience in such programs, plus eighteen college hours of mathematics and science.

IX. Accreditation

A. *State*

Junior colleges in existence on the effective date of the Community Junior College Act (April 30, 1965) shall have two years after such effective date to meet the requirements of the State Plan and the standards for accreditation as provided by law. If any such community junior college fails so to meet the requirements for accreditation, the State Authority promptly shall so advise its Board of Trustees. If, after twelve calendar months from the date of such notification, the Board of Trustees has failed to correct the deficiencies noted, the State Authority shall withdraw approval of such community junior college, and it shall not be entitled to state aid during the continuance of any such period of withdrawal (Section 12 of the Community Junior College Act).

New community junior colleges established and approved after the effective date of the community junior college act shall have three full calendar years of student instruction before an evaluation for accreditation by the State Department of Education is initiated. In all other respects, each such new community junior college shall be subject to procedures described in the preceding paragraph.

B. *Regional*

All community junior colleges are expected to obtain accreditation by the North Central Association of Colleges and Secondary Schools.

Prior to April 1 of each year, each community junior college which has not obtained North Central Association accreditation shall submit to the Advisory Council for Community Junior Colleges a report concerning its progress towards obtaining such accreditation.

3

Appendix H

Report of The Advisory Committee on Junior Colleges
Acknowledgements of Resource Assistance

ACKNOWLEDGMENTS

We wish to express our appreciation for the assistance given us:

by—The United States Office of Education for making Dr. D. G. Morrison, Specialist in Junior College Education, available as a consultant to us for two days early in our deliberation;

by—The American Association of Junior Colleges for making Dr. James C. Wattenbarger, Director of the Division of Community Junior Colleges in Florida, available as a consultant for two days when sections prepared by various members of the Committee were being formed into a general report;

by—Dr. Wattenbarger, who again later assisted in editing, organizing, and general formation of the final copy;

by—Dr. Kenneth E. Beasley, Director of the Research Department for his interest, counsel, and assistance;

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Kansas Farm Bureau
Kansas Association of County Superintendents
State Chamber of Commerce
Kansas Congress of Parents and Teachers
Kansas Association of School Boards
Kansas State Federation of Labor AFL-CIO
Kansas State Industrial Union Committee
Brotherhood of Maintenance of Way

Brotherhood of Railroad Trainmen
Kansas State Nurses Association
Johnson County Junior College Committee
Kansas Association of School Administrators
League of Kansas Municipalities
Kansas State Teachers Association
Concordia Junior College Committee
Colby Educational Planning Committee
Brotherhood of Locomotive Firemen and Enginemen
State Board of Regents

And especially does the Committee wish to express its appreciation to Camden Strain, Carl Heinrich and Eileen Heinen for the responsibility they accepted and for their invaluable assistance in collecting and analyzing data and in step by step formation of the report.

Appendix I

Community Junior College Report Summary
1966-67

KANSAS COMMUNITY JUNIOR COLLEGE REPORT SUMMARY

FROM: W. C. Kampschroeder, State Superintendent of Public Instruction,
Carl L. Heinrich and Eileen Heinen, Community Junior College and
College Accreditation Section

Enclosed is a summary of information collected in the annual report form by the Community Junior College Section of the State Department of Public Instruction. The summary includes information concerning finance, library, vocational-technical programs, faculty, enrollments and community junior college graduation.

Significant Developments Since the 1965-66 Report Was Published

1. Community Junior College enrollments have increased approximately 12 percent.
2. Summer school enrollments have doubled. This is due in part to four colleges adding summer school programs this past year.
3. New vocational-technical programs have been added now making a total of 57 enrolling over 1,081 students.
4. The number of full time instructors has increased from 293 in 1965-66 to 356 this year. Part time faculty has decreased from 172 in 1965-66 to 161.
5. One additional college has expanded its district to include the county. There are now 15 county community junior colleges and two colleges share one county. Therefore, valuations of districts have increased from $823,431,383 in 1965-66 to $940,749,396 in 1966-67.
6. Three additional colleges have passed bond elections this year making a total of 10 colleges now in the process of constructing entire new campuses. One college has completed two new facilities and one is beginning construction on a new facility on their present campus.

The Kansas Public Community Junior Colleges are well on their way to providing the comprehensive diversified programs of education and training needed by Kansans now and in the future.

COMPARISON OF THE COMMUNITY JUNIOR COLLEGE BUDGETS FOR THE 1965-66 AND 1966-67 SCHOOL YEAR

College	July 1, 1965–June 30, 1966		July 1, 1966–June 30, 1967		
	Operating cost	Total operations and capital outlay costs	Operating budget	Bonds for capital outlay	Total
Allen County CJC	$171,198	$171,198	$233,497	$112,356	$345,853
Butler County CJC	391,367	423,978	650,043	202,816	852,859
Cloud County CJC	85,213	85,213	131,396	56,414	187,810
Coffeyville CJC	321,674	321,674	453,552	None	453,552
Colby CJC	112,681	112,681	218,200	76,816	295,016
Cowley County CJC	223,799	223,799	347,827	None	347,827
Dodge City CJC	294,010	294,010	392,705 Gen. 56,000 AVTS	2,500,000	2,948,705
Fort Scott CJC	177,118*	197,118	226,200	23,725	249,925
Garden City CJC	214,410	307,392	400,000	40,990	440,990
Highland CJC	215,114	224,271	225,150	29,989	255,139
Hutchinson CJC	567,435 Gen. 80,936 AVTS	660,892 Gen. 143,801 AVTS	915,440 Gen. 188,022 AVTS	None	1,103,462
Independence CJC	248,133	248,133	366,800	None	366,800
Kansas City Kansas CJC	393,276	444,286	653,205	None	653,205
Labette CJC	171,144	171,144	303,230	None	303,230
Neosho County CJC	201,431	203,442	192,790	115,690	308,480
Pratt CJC	185,899	185,899	230,450	132,550	363,000
Total	$4,054,838	$4,418,931	$6,184,507	$3,291,346	$9,475,853

* Total less facilities rental.

COMPARISON OF THE VALUATION AND INDEBTEDNESS (BONDED) OF THE COMMUNITY JUNIOR COLLEGES

With the Mill Levy for Operation and Bonded Indebtedness, June 30, 1966

College	Valuation	Bonded indebtedness	Mills levied	
			For operation	Bonded debt
Allen County CJC	$36,411,505	$1,500,000	3.490	4.900
Butler County CJC	91,341,518	1,810,000	2.500	1.748
Cloud County CJC	38,250,000	1,500,000	1.880	1.050
Coffeyville CJC	32,854,880	None	7.250	None
Colby CJC	24,666,402	1,000,000	4.92	3.14
Cowley County CJC	82,038,474	None	2.110	None
Dodge City CJC	54,628,813	None	2.360	None
Fort Scott CJC	26,740,383	790,000	3.936	3.033
Garden City CJC	58,877,952	500,000	4.030	1.400
Highland CJC	18,817,088	None	2.000	None
Hutchinson CJC	141,230,000	880,000*	3.558**	None
Independence CJC	30,943,666	68,000	7.00	None
Kansas City Kansas CJC	187,500,000	None	1.730	None
Labette CJC	45,162,589	None	3.685	None
Neosho County CJC	32,104,136	1,250,000	3.70	5.49
Pratt CJC	39,181,990	1,450,000	2.681	2.054
Total	$940,749,396	$10,748,000	....	....

* Revenue indebtedness for student union and dormitory.

** .665 of 3.558 mills for AVTS.

COMMUNITY JUNIOR COLLEGE FTE STUDENT COST OF OPERATION

College	1965–1966	1966–1967
Allen County CJC	439.00	525.00
Butler County CJC	619.74	620.79
Cloud County CJC	534.60	546.62
Coffeyville CJC	454.86	748.31
Colby CJC	767.42	872.00
Cowley County CJC	443.68	673.69
Dodge City CJC	471.10	593.25
Fort Scott CJC	506.20	476.54
Garden City CJC	607.40	868.06
Highland CJC	374.56	394.00
Hutchinson CJC	595.24	730.34
Independence CJC	471.65	674.52
Kansas City Kansas CJC	380.53	438.00
Labette CJC	443.50	679.89
Neosho County CJC	483.65	685.00
Pratt CJC	491.00	597.00

LIBRARY FACILITIES—APPROPRIATION AND NUMBER OF VOLUMES, Fall, 1966—COMMUNITY JUNIOR COLLEGES

College	Appropriation	Number of volumes
Allen County CJC	$6,000	5,715
Butler County CJC	5,548	10,495
Cloud County CJC	1,106	6,699
Coffeyville CJC	8,000	9,452
Colby CJC	11,050	1,355
Cowley County CJC	10,666	11,438
Dodge City CJC	10,900	10,438
Fort Scott CJC	1,200	735
Garden City CJC	5,962	6,718
Highland CJC	7,000	10,645
Hutchinson CJC	12,000	15,586
Independence CJC	3,700	8,834
Kansas City Kansas CJC	10,344	10,949
Labette CJC	NA	5,829
Neosho County CJC	1,841	7,751
Pratt CJC	3,000	7,750
Total	$98,317	130,389

ADMINISTRATORS AND INSTRUCTORS AT THE COMMUNITY JUNIOR COLLEGES—Fall, 1966

College	Administrators			Instructors		
	Full time	Part time	Total	Full time	Part time*	Total
Allen County CJC	2	0	2	16	8	24
Butler County CJC	4	1	5	43	3	46
Cloud County CJC	1	2	3	7	14	21
Coffeyville CJC	2	4	6	22	16	38
Colby CJC	2	0	2	10	8	18
Cowley County CJC	3	0	3	26	11	37
Dodge City CJC	4	4	8	28	8	36
Fort Scott CJC	2	4	6	10	7	17
Garden City CJC	3	3	6	19	10	29
Highland CJC	2	0	2	13	4	17
Hutchinson CJC	2	5	7	63	13	76
Independence CJC	1	4	5	17	23	40
Kansas City Kansas CJC	2	0	2	43	6	49
Labette CJC	1	.9	1.9	17	6	23
Neosho County CJC	1	1	2	8	15	23
Pratt CJC	2	1	3	14	9	23
Total	34	29.9	63.9	356	161	517

* Part-time instructors include part-time administrators who teach one or more classes.

INSTRUCTORS, TEACHING LOAD AND RATIO OF FULL TIME EQUIVALENT STUDENTS TO FULL TIME EQUIVALENT FACULTY IN KANSAS COMMUNITY JUNIOR COLLEGES, Fall, 1966

College	Full time equivalent instructors (sem. hrs.)*	Average teaching load (sem. hrs.)	Ratio of FTE students to FTE faculty	Ratio of student credit hrs. to FTE faculty
Allen County CJC	20	17	24	350
Butler County CJC	44	14.09	22	300
Cloud County CJC	11.6	14	23.7	313
Coffeyville CJC	27.3	15	24.7	371.4
Colby CJC	NA	15	18.5	350
Cowley County CJC	31	11	17.92	269.83
Dodge City CJC	31	14.33	23.55	432.36
Fort Scott CJC	12.8	15	31.29	469.40
Garden City CJC	24	11	18	540
Highland CJC	14	15	27.80	449
Hutchinson CJC	68.5	14	22.50	336.9
Independence CJC	27.5	15	19.90	299.2
Kansas City Kansas CJC	46	15.5	26.30	395
Labette CJC	19.7	13.1	21.48	322.33
Neosho County CJC	16.5	11	16.30	245.4
Pratt CJC	16.4	15	20.70	311.3

* Includes pro-rata administrators who teach one or more semester hours.

TENURE AND SALARIES OF INSTRUCTORS IN COMMUNITY JUNIOR COLLEGES

College	High	Low	Average	Median	Average tenure
Allen County CJC	8,325	5,975	7,007	7,088	6
Butler County CJC	10,518	6,143	7,953	7,900	NA
Cloud County CJC	9,500	6,200	7,078	6,650	2
Coffeyville CJC	8,325	5,400	7,000	7,075	10
Colby CJC	8,439	5,775	7,600	8,421	2.2
Cowley County CJC	8,000	5,350	NA	7,080	7.7
Dodge City CJC	8,865	6,000	7,350	7,235	7.1
Fort Scott CJC	8,533	6,300	6,953	6,900	6.25
Garden City CJC	9,038	5,418	7,402	7,872	5
Highland CJC	7,700	5,720	6,397	6,325	3.3
Hutchinson CJC	9,400	5,300	7,841	NA	6
Independence CJC	8,702	5,765	7,184	7,534	8.6
Kansas City Kansas CJC	8,900	5,450	7,155	7,155	5.7
Labette CJC	8,450	6,000	7,390	7,660	11
Neosho County CJC	7,100	5,800	6,600	6,600	10.5
Pratt CJC	8,200	6,050	7,394	7,500	10.1
Total	8,624	5,790	6,144	7,266	....

ENROLLMENT DATA, Fall, 1966
Kansas Residency

College	Living in district	Living in adjoining county	Living in state outside adjoining county
Allen County CJC	282	115	73
Butler County CJC	886	391	58
Cloud County CJC	144	98	27
Coffeyville CJC	405	69	74
Colby CJC	160	72	54
Cowley County CJC	392	115	26
Dodge City CJC	304	82	76
Fort Scott CJC	235	86	51
Garden City CJC	357	74	72
Highland CJC	89	157	80
Hutchinson CJC	1,008	318	264
Independence CJC	273	162	43 (27)*
Kansas City Kansas CJC	1,077	273	12
Labette CJC	407	56	20
Neosho County CJC	255	46	10
Pratt CJC	230	71	54
Total	6,504	1,794	994

* From Coffeyville District.

ENROLLMENT DATA, Fall, 1966
Out-of-state Residency

College	Living in adjoining county out state	Living out state not adjoining county	Living in foreign countries
Allen County CJC	0	8	4
Butler County CJC	0	17	5
Cloud County CJC	0	6	0
Coffeyville CJC	39	91	24
Colby CJC	0	5	0
Cowley County CJC	11	20	4
Dodge City CJC	0	67	3
Fort Scott CJC	18	86	2
Garden City CJC	0	30	2
Highland CJC	10	39	5
Hutchinson CJC	0	60	4
Independence CJC	3	40	0
Kansas City Kansas CJC	2	16	2
Labette CJC	0	12	14
Neosho County CJC	0	8	5
Pratt CJC	0	50	5
Total	83	555	79

ENROLLMENT OF COMMUNITY JUNIOR COLLEGE FEMALE STUDENTS ACCORDING TO CLASS AND COURSE OF STUDY—1966-1967

College	Freshman	Sophomore	Vocational technical	Special		Total (head count)
				College credit	Non-college credit	
Allen County CJC	114	57	....	4	....	175
Butler County CJC	338	81	72	2	11	432
Cloud County CJC	62	27	....	13	3	105
Coffeyville CJC	162	71	103	4	....	340
Colby CJC	84	26	....	10	1	121
Cowley County CJC	103	60	....	17	1	181
Dodge City CJC	109	61	109	13	....	292
Fort Scott CJC	104	34	....	....	....	138
Garden City CJC	99	49	....	52	5	205
Highland CJC	57	38	....	....	....	95
Hutchinson CJC	306	157	64	15	....	542
Independence CJC	116	81	....	7	1	205
Kansas City CJC	345	145	13	3	3	509
Labette CJC	137	76	....	11	....	224
Neosho County CJC	41	45	....	46	7	139
Pratt CJC	38	30	....	18	34	120
Total	2,215	1,038	361	215	66	3,823

ENROLLMENT OF COMMUNITY JUNIOR COLLEGE MALE STUDENTS ACCORDING TO CLASS AND COURSE OF STUDY—1966-1967

College	Freshmen	Sophomore	Vocational technical	Special		Total (head count)
				College credit	Non-college credit	
Allen County CJC	185	126	....	4	....	315
Butler County CJC	554	114	274	12	7	943
Cloud County CJC	117	51	....	2	....	170
Coffeyville CJC	276	175	418	11	3	883
Colby CJC	109	54	....	7	....	170
Cowley County CJC	247	113	....	27	....	387
Dodge City CJC	231	135	72	18	....	456
Fort Scott CJC	201	139	....	....	....	340
Garden City CJC	184	92	....	53	1	329
Highland CJC	190	95	....	4	....	289
Hutchinson CJC	660	344	160	23	....	1,187
Independence CJC	195	145	37	2	....	379
Kansas City CJC	605	272	68	8	1	954
Labette CJC	162	118	37	5	....	322
Neosho County CJC	118	53	....	21	4	196
Pratt CJC	144	110	....	18	18	290
Total	4,175	2,136	1,066	215	34	7,610

SUMMER SESSION ENROLLMENT (Head Count) COMMUNITY JUNIOR COLLEGES, 1966

COLLEGE	Men	Women	Total
Allen County CJC	15	29	44
Butler County CJC	......	......	......
Cloud County CJC	11	22	33
Coffeyville CJC	90	52	142
Colby CJC	......	......	......
Cowley County CJC	24	32	56
Dodge City CJC	32	50	82
Fort Scott CJC	51	41	92
Garden City CJC	11	16	27
Highland CJC	9	7	16
Hutchinson CJC	116	102	218
Independence CJC	37	49	86
Kansas City Kansas CJC	85	75	160
Labette CJC	21	29	50
Neosho County CJC	......	......	......
Pratt CJC	21	21	42
Total	523	525	1,048

GRADUATES ENROLLED IN FOUR-YEAR INSTITUTION—1966

COLLEGE	In state			Out state			Regularly employed			Certificate of completion		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Allen County CJC	64	27	91	3	1	4	17	8	25	....	......	......
Butler County CJC	24	21	45	1	2	3	7	6	13	....	......	......
Cloud County CJC	....	......	......	....	......	......	....	......	......	....	......	......
Coffeyville CJC	42	29	71	21	4	25	26	17	43	....	......	......
Colby CJC	2	......	2	....	......	......	....	......	......	....	......	......
Cowley County CJC	32	19	51	4	3	7	31	15	46	25	3	28
Dodge City CJC	37	18	55	5	0	5	18	19	37	....	46	46
Fort Scott CJC	21	11	32	10	1	11	14	8	22	....	......	......
Garden City CJC	18	9	27	....	......	......	....	......	......	....	......	......
Highland CJC	26	21	47	8	5	13	....	......	......	1	3	4
Hutchinson CJC	234	121	355	62	17	79	....	......	......	....	......	......
Independence CJC	75	20	95	10	5	15	25	20	45	....	......	......
Kansas City CJC	59	38	97	15	5	20	8	22	30	....	......	......
Labette CJC	44	16	60	8	2	10	12	8	20	....	......	......
Neosho County CJC	29	21	50	....	......	......	2	8	10	....	......	......
Pratt CJC	38	16	54	4	4	8	11	3	14	....	......	......
Total	745	387	1,132	151	49	200	171	134	305	26	32	78

COMMUNITY JUNIOR COLLEGE GRADUATES—1966

College	Liberal arts			Technical-vocational			Other			Diploma conferred		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Allen County CJC	90	42	132	....	....	....	....	....	....	....	....	....
Butler County CJC	32	27	59	....	....	....	....	....	....	....	....	....
Cloud County CJC	....	....	....	....	....	....	....	....	....	....	....	....
Coffeyville CJC	63	34	97	26	21	47	....	....	....	....	....	....
Colby CJC	7	8	15	....	....	....	....	....	....	....	....	....
Cowley County CJC	42	31	76	....	....	....	....	....	....	....	....	....
Dodge City CJC	60	37	97	....	....	....	....	....	....	....	....	....
Fort Scott CJC	45	20	65	....	....	....	....	....	....	....	....	....
Garden City CJC	22	11	33	....	....	....	....	....	....	3	3	6
Highland CJC	49	23	72	....	....	....	....	....	....	....	....	....
Hutchinson CJC	125	80	205	15	12	27	....	....	....	....	....	....
Independence CJC	66	34	100	....	....	....	....	....	....	....	....	....
Kansas City CJC	82	65	147	....	....	....	....	....	....	....	....	....
Labette CJC	61	26	87	....	....	....	8	1	9	....	....	....
Neosho County CJC	31	29	60	....	....	....	....	....	....	....	....	....
Pratt CJC	55	27	82	....	....	....	....	....	....	....	....	....
Total	830	497	1,327	41	33	74	8	1	9	3	3	6

Appendix J

Junior College 20-year Data

JUNIOR COLLEGE DISTRICTS VALUATIONS

	1946–47	1947–48	1948–49	1949–50
Arkansas City	$11,466,657	$12,365,167	$12,800,000	$13,480,314
Chanute	8,547,677	9,400,000	11,050,613	11,674,386
Coffeyville	16,501,432	17,362,686	18,258,329	18,658,820
Dodge City	10,793,116	11,839,911	12,531,904	13,582,903
El Dorado	9,100,000	9,661,236	13,326,766	11,217,671
Fort Scott	7,556,834	7,992,518	8,326,302	8,713,754
Garden City	6,220,089	6,850,000	11,500,000	13,304,295
Highland	2,502,729	2,502,729	2,612,421	2,760,820
Hutchinson	30,731,195	33,352,533	35,069,584	38,451,201
Independence	10,313,932	11,045,981	11,446,725	12,210,342
Iola	No school	No school	6,058,144	6,184,036
Kansas City	89,440,924	88,835,039	91,313,355	97,756,579
Parsons	11,692,369	12,237,592	12,407,374	12,407.374
Pratt	6,138,000	6,623,683	7,082,690	7,602,051
Totals	$221,004,954	$230,069,075	$253,784,207	$268,004,646

	1950–51	1951–52	1952–53	1953–54
Arkansas City	$14,146,849	$14,927,500	$15,306,416	$15,718,884
Chanute	10,400,000	10,938,802	10,800,000	10,941,260
Coffeyville	18,540,000	19,111,237	19,141,000	19,000,000
Dodge City	15,043,222	15,599,109	15,701,120	15,720,019
El Dorado	15,710,937	13,892,452	14,400,000	15,113,281
Fort Scott	9,112,927	9,574,455	9,450,115	9,450,000
Garden City	14,009,665	14,566,093	14,731,767	15,350,072
Highland	2,756,728	2,953,174	2,878,578	2,767,460
Hutchinson	41,399,200	44,480,200	45,131,526	46,000,000
Independence	12,511,017	13,315,197	13,244,429	13,310,113
Iola	6,664,437	6,983,457	6,939,192	6,959,276
Kansas City	97,410,443	100,816,106	103,688.087	115,982,881
Parsons	13,388,335	13,447,174	14,632,827	15,369,160
Pratt	7,589,710	8,341,772	8,549.785	8,530,412
Totals	$278,683,470	$288,946,728	$294,594,842	$310,212,818

	1954–55	1955–56	1956-57	1957–58
Arkansas City	$16,007,771	$16,271,824	$16,881,387	$16,834,350
Chanute	10,753,112	10,776,734	11,210,871	11,425,012
Coffeyville	18,183,385	18,427,046	18,951,635	19,405,503
Dodge City	15,860,075	16,131,466	16,827,140	17,204,471
El Dorado	15,080,311	15,723,277	16,639,576	17,132,775
Fort Scott	9,357,557	9,451,418	9,585,000	9,781,871
Garden City	19,801,347	15,536,198*	16,030,290†	16,761,876†
Highland	3,258,995	3,292,945	3,222,617	3,195,899
Hutchinson	48,000,000	49,728,760*	52,495,542*	53,289,144
Independence	13,110,725	13,319,180	13,676,991	13,715,500
Iola	7,090,026	7,135,804	7,113,378	7,189,324
Kansas City	119,705,437	123,993,906	126,317,673	126,633,213
Parsons	15,431,143	15,500,955	15,716,421	15,418,653
Pratt	8,530,412	8,376,961	9,176,605	9,683,667
Totals	$320,198,219	$303,666,474	$333,845,126	$337,671,258

JUNIOR COLLEGE DISTRICTS VALUATIONS—*Concluded*

	1958-59	1959-60	1960-61	1961-62
Arkansas City	$17,310,825	$17,472,517	$18,896,466	$18,589,194
Chanute	11,672,413	11,718,956	11,797,200	11,937,623
Coffeyville	19,900,886	20,118,711	19,948,426	19,623,294
Dodge City	17,974,901	17,950,157	17,936,941	18,797,660
El Dorado	18,543,540	19,163,444	19,602,922	19,513,034
Fort Scott	9,730,880	9,646,391	9,475,000	9,500,000
Garden City	16,905,663	17,227,485	17,279,828	18,015,671
Highland	3,195,899	20,369,235	20,369,235	20,369,235
Hutchinson	53,700,000	53,300,000	53,410,577** 128,807,466††	53,300,000** 129,763,000††
Independence	14,210,000	14,000,000	14,277,832	14,133,991
Iola	7,358,147	7,310,294	7,293,415	7,475,005
Kansas City	125,911,605	128,712,341	127,433,226	126,921,572
Parsons	15,186,841	14,629,391	14,467,779	14,716,976
Pratt	9,822,156	9,670,688	9,781,112	9,750,234
Totals	$341,423,756	$361,289,610	361,969,959 $437,366,828	362,643,489 $439,106,489

	1962-63	1963-64
Arkansas City	$18,784,742	$18,872,237
Chanute	11,722,000	11,867,526
Coffeyville	19,551,402	19,551,402
Dodge City	18,797,660	21,010,924
El Dorado	19,542,522	20,300,000
Fort Scott	9,524,755	9,808,336
Garden City	18,712,810	20,016,374
Highland	20,369,235	20,369,235
Hutchinson	52,994,858** 129,813,392††	132,274,562††
Independence	14,331,897	14,589,006
Iola	7,374,506	7,438,089
Kansas City	127,973,727	127,666,009
Parsons	14,708,184	14,684,674
Pratt	9,975,466	10,377,433
Totals	364,363,764 $441,182,298	$448,825,807

	1964-65	1965-66
Allen County CJC	$7,269,588	$31,322,529
Butler County CJC	92,289,641	92,539,645
Cloud County CJC	....	37,000,000
Coffeyville CJC	19,408,203	32,168,078
Colby CJC	12,230,000	24,336,360
Cowley County CJC	22,293,085(Est.)	31,260,000
Dodge City CJC	21,744,333	53,594,424
Fort Scott CJC	10,000,579	27,156,326
Garden City CJC	21,316,594	57,512,942
Highland CJC	18,303,859	18,524,382
Hutchinson CJC	54,343,258	136,934,686
Independence CJC	14,716,202	31,259,251
Kansas City Kansas CJC	131,074,111	135,080,898
Labette CJC	14,684,674	44,323,087
Neosho County CJC	12,061,914	31,743,893
Pratt CJC	10,492,634	38,674,882
Totals	$442,228,675	$823,431,383

* Tangible only.

† Entire System—not junior college alone.

** Local.

†† County.

TOTAL BUDGET AND LEVY

	1946–47		1947–48	
	Total budget	Levy for operation	Total budget	Levy for operation
Arkansas City	$21,840.00	1.37	$25,700.00	1.31
Chanute	28,500.00	.66	28,500.00	.85
Coffeyville	57,337.00	....	86,907.11	....
Dodge City	46,000.00	1.25	46,040.00	1.25
El Dorado	30,000.00	....	47,000.00	....
Fort Scott	28,855.00	1.38	33,000.00	1.343
Garden City	32,200.00	....	39,000.00[1]	3.63
Highland	11,900.00	2.00	17,100.00	1.79
Hutchinson	50,000.00	1.25	62,000.00[1]	....
Independence	23,857.00	....	45,600.00	....
Iola	No school		No school	
Kansas City	108,593.00	....	108,000.00[1]	....
Parsons	42,000.00	3.00	51,500.00	3.4
Pratt	25,000.00	1.14	36,321.00	1.28
Total	$478,292.00	....	$679,497.11	....

	1948–49		1949–50	
	Total budget	Levy for operation	Total budget	Levy for operation
Arkansas City	$40,000.00	1.33	$43,000.00	1.31
Chanute	45,000.00	.84	52,170.00	.87
Coffeyville	85,148.90	1.5	105,745.60	....
Dodge City	48,000.00	1.25	55,600.00	2.80
El Dorado	60,000.00[1]	....	55,000.00	....
Fort Scott	21,300.00	1.43	23,291.57	1.303
Garden City	46,600.00	....	53,200.00	3.21
Highland	19,500.00	1.85	20,100.00	3.81
Hutchinson	104,033.45	....	101,578.32[1]	....
Independence	65,159.00	....	72,000.00	....
Iola	35,320.00	4.01	40,625.00	4.38
Kansas City	106,446.03[1]	....	117,070.79[1]	....
Parsons	60,000.00	3.5	65,000.00	3.7
Pratt	50,360.00	1.30	49,000.00	5.43[2]
Total	$790,267.38	....	$845,181.28	....

	1950–51		1951–52	
	Total budget	Levy for operation	Total budget	Levy for operation
Arkansas City	$47,624.00	1.32	$45,000.00	.84
Chanute	62,000.00	1.36	65,000.00	2.76
Coffeyville	155,372.00	....	158,452.00	....
Dodge City	55,180.00	2.41	62,300.00	2.748
El Dorado	50,000.00	....	51,000.00	1.0
Fort Scott	23,954.00	1.335	40,022.74	1.56
Garden City	56,436.00	2.85	60,800.00	2.32
Highland	22,660.00	3.85	25,750.00	3.66
Hutchinson	104,828.75	....	92,694.43	....
Independence	76,800.00	....	65,752.00	....
Iola	41,970.00	4.05	44,180.00	4.28
Kansas City	110,544.00	....	109,687.63	....
Parsons	65,000.00	3.5	69,000.00	3.7
Pratt	62,000.00	3.51	68,123.97	4.63
Total	$904,932.75	....	$949,962.77	....

TOTAL BUDGET AND LEVY—*Continued*

	1952–53		1953–54	
	Total budget	Levy for operation	Total budget	Levy for operation
Arkansas City	$64,300.00	.9	$70,000.00	.9
Chanute	75,000.00	2.77	75,000.00	3.66
Coffeyville	158,452.00	....	168,000.00	1.5
Dodge City	64,300.00	2.98	70,570.00	3.76
El Dorado	50,000.00	....	47,500.00	1.0
Fort Scott	32,667.38	1.5	35,886.34	1.5
Garden City	67,000.00	2.88	70,500.00	2.89
Highland	30,000.00	3.68	32,580.00	3.70
Hutchinson	123,672 27	....	132,552.75	....
Independence	69,058.00	....	63,658.00	....
Iola	42,936.00	4.21	42,750.00	4.54
Kansas City	106,992.93	....	120,745.02	....
Parsons	79,000.00	4.0	57,500.00	3.8
Pratt	42,000.00	4.58	38,000.00	3.61
Total	$993,378.58	....	$1,004,742.11	....

	1954–55		1955–56	
	Total budget	Levy for operation	Total budget	Levy for operation
Arkansas City	$68,000.00	....	$90,000.00	4.47
Chanute	66,000.00	3.61	64,700.00	3.63
Coffeyville	140,505.00	....	134,548.00	....
Dodge City	72,960.00	3.76	73,034.00	3.615
El Dorado	65,800.00	1.0	70,000.00	3.89
Fort Scott	38,712.91	1.5	38,649.60	1.50
Garden City	75,400.00	3.09	81,300.00	3.42
Highland	34,580.00	3.70	34,947.77	3.68
Hutchinson	140,000.00(Est.)	....	142,000.00(Est.)	....
Independence	86,588.00	....	98,730.00	....
Iola	43,550.00	4.59	45,225.00	4.61
Kansas City	125,000.00(Est.)	....	144,000.00(Est.)	....
Parsons	93,000.00	4.8	95,600.00	4.8
Pratt	35,000.00	3.70	33,000.00	3.727
Total	$1,059,695.91	....	$1,118,834.37	....

	1956–57		1957–58	
	Total budget	Levy for operation	Total budget	Levy for operation
Arkansas City	$95,000.00	....	$120,000.00	....
Chanute	69,700.00	3.65	71,500.00	3.78
Coffeyville	140,933.00	....	150,064.81	5.0
Dodge City	80,002.07	3.7	130,693.37	4.773
El Dorado	75,000.00	3.89	96,900.00	5.0
Fort Scott	46,000.00	1.5	49,655.00	1.5
Garden City	90,700.00	3.76	95,500.00	3.1
Highland	49,950.00	4.0	50,456.00	4.0
Hutchinson	157,575.00	....	218,100.00	....
Independence	101,745.00	....	97,200.00	....
Iola	45,710.00	4.36	48,000.00	4.52
Kansas City	163,000.00(Est.)	....	182,000.00(Est.)	....
Parsons	84,356.00	4.5	85,984.20	4.6
Pratt	72,473.00	3.713	62,048.57	4.78
Total	$1,245,444.07	....	$1,430,601.95	....

TOTAL BUDGET AND LEVY—*Continued*

	1958–59		1959–60	
	Total budget	Levy for operation	Total budget	Levy for operation
Arkansas City	$136,000.00	....	$136,000.00	....
Chanute	73,000.00	3.49	75,250.00	4.69
Coffeyville	164,845.73	....	156,475.11	3.308
Dodge City	131,525.00	4.716	149,548.00	3.934
El Dorado	90,000.00	5.0	100,000.00	4.0
Fort Scott	54,922.80	1.5	66,376.80	4.899
Garden City	108,000.00	3.72	120,990.00	4.27
Highland	56,317.50	4.0	65,844.12	1.50
Hutchinson	275,000.00	....	289,795.00	....
Independence	99,525.00	....	110,000.00	....
Iola	49,162.00	4.45	55,465.00	4.70
Kansas City	201,000.00(Est.)	....	220,000.00(Est.)	....
Parsons	99,035.00	5.0	94,357.00	4.9
Pratt	103,000.00	4.709	118,000.00	4.708
Total	$1,608,333.03	....	$1,735,111.03	....

	1960–61		1961–62	
	Total budget	Levy for operation	Total budget	Levy for operation
Arkansas City	$136,000.00	....	$140,000.00	4.68
Chanute	92,000.01	4.48	100,000.00	4.70
Coffeyville	184,065.87	5.837	203,902.00	6.17
Dodge City	153,785.00	4.112	174,051.64	5.095
El Dorado	110,000.00	3.51	110,000.00	5.0
Fort Scott	75,000.00	5.80	81,000.00	4.53
Garden City	130,000.00	4.61	150,000.00	4.93
Highland	126,119.00	2.5	126,119.00	2.5
Hutchinson	316,353.50	....	375,020.00	....
Independence	137,565.00	....	155,295.00	....
Iola	59,120.00	6.25	65,295.00	4.69
Kansas City	239,000.00(Est.)	....	258,000.00(Est.)	....
Parsons	110,000.00	5.3	115,600.00	5.0
Pratt	142,000.00	4.767	148,500.00	5.249
Total	$1,991,008.38	....	$2,022,782.64	....

	1962–63		1963–64	
	Total budget	Levy for operation	Total budget	Levy for operation
Arkansas City	$180,925.29	4.39	$184,517.91	4.75
Chanute	102,000.00	4.705	115,000.00	4.74
Coffeyville	203,920.00	6.175	208,744.00	7.49
Dodge City	200,379.50	5.095	202,932.00	4.60
El Dorado	129,895.75	5.0	138,475.00	5.0
Fort Scott	87,391.02	4.976	91,897.05	2.0
Garden City	163,000.00	4.51	179,684.00	4.99
Highland	143,390.00	2.5	166,065.92	2.5
Hutchinson	407,920.00	....	448,426.00	1.5
Independence	171,500.00	....	189,500.00(Est.)	....
Iola	81,745.00	4.65	101,900.00	1.43
Kansas City	277,000.00(Est.)	....	280,000.00	....
Parsons	130,000.00	5.0	139,500.00	5.6
Pratt	165,000.00	3.779	170,000.00	4.044
Total	$2,531,186.00	....	$2,616,641.88	....

TOTAL BUDGET AND LEVY—*Concluded*

	1964–65		1965–66	
	Total budget	Levy for operation	Total budget	Levy for operation
Allen County CJC	$115,200	.69	$161,392	1.80
Butler County CJC	276,181	1.61	424,036	1.846
Cloud County CJC	....	....	79,246	2.71
Coffeyville CJC	230,604	6.13	299,980	6.70
Colby CJC	60,000	5.00	103,835	3.00
Cowley County CJC	198,563	2.73	236,750	2.74
Dodge City CJC	228,357	4.60	297,301	3.22
Fort Scott CJC	139,000	2.00	205,435	3.387
Garden City CJC	223,426	3.879	261,303	3.43
Highland CJC	153,130	2.5	232,113	4.32
Hutchinson CJC	499,035	1.5	661,078	2.618
Independence CJC	189,965	7.9(Est.)	248,200	3.49
Kansas City Kansas CJC	290,000	NA	432,610	1.596
Labette CJC	145,000	5.1	160,580	1.906
Neosho County CJC	118,000	5.01	145,329	2.49
Pratt CJC	158,000	1.435(Co.) 4.324(Dist.)	190,500	1.750
Total	$3,024,461	....	$4,139,691	....

1. Not levied separately.

2. 2.1 mills comes from the general fund to supplement the 3.3 mills levied for junior colleges.

TOTAL SEMESTER HOURS CREDIT OFFERED

	1946–47		1947–48	
	Total semester hours credit offered	Maximum teaching load	Total semester hours credit offered	Maximum teaching load
Arkansas City	224	20	328	20
Chanute	140	25	187	21
Coffeyville	470	18	505	20
Dodge City	150	18	171	18
El Dorado	....	20	362	15
Fort Scott	130	23	....	22
Garden City	114	20	120	18
Highland	88	30	88	20
Hutchinson	149	20	275	18
Independence	248	20	248	19
Iola	No school	No school	No school	No school
Kansas City	141	22	266	20
Parsons	143	18	153	18
Pratt	96	21	120	18
Total	2,093		2,823	

	1948–49		1949–50	
	Total semester hours credit offered	Maximum teaching load	Total semester hours credit offered	Maximum teaching load
Arkansas City	335	20	364	18
Chanute	157	18	224	18
Coffeyville	581	16	269	17
Dodge City	183	18	208	18
El Dorado	364	18	300	18
Fort Scott	155	21	143	18
Garden City	256	21	136	18
Highland	198	21	70	22
Hutchinson	287	18	278	16
Independence	202	12	266	20
Iola	293	20	299	20
Kansas City	133	21	190	25*
Parsons	178	18	213	16
Pratt	125	18	125	20
Total	3,437		3,085	

TOTAL SEMESTER HOURS CREDIT OFFERED—*Continued*

	1950–51		1951–52	
	Total semester hours credit offered	Maximum teaching load	Total semester hours credit offered	Maximum teaching load
Arkansas City	364	18	341	18
Chanute	197	18	192	18
Coffeyville	581	19	528	19
Dodge City	297	18	299	18
El Dorado	300	20	275	18
Fort Scott	148	34	263	20
Garden City	226	21	332	23
Highland	209	21	226	18
Hutchinson	180	20	180	20*
Independence	237	20	505	20
Iola	280	21	285	20
Kansas City	255	25	261	20
Parsons	320	18	333	19
Pratt	132	18	225	18
Total	3,726		4,245	

	1952–53		1953–54	
	Total semester hours credit offered	Maximum teaching load	Total semester hours credit offered	Maximum teaching load
Arkansas City	398	20	357	20
Chanute	213	17	231	19
Coffeyville	345	16	500	16
Dodge City	314	18	317	18
El Dorado	351	20	380	20
Fort Scott	373	26	188	18
Garden City	357	30	333	26
Highland	262	27	265	23
Hutchinson	180	20	180	20
Independence	252	20	255	22
Iola	293	18	106	20
Kansas City	274	20	278	25
Parsons	327	19	332	18
Pratt	225	19	244	19
Total	4,164		3,966	

TOTAL SEMESTER HOURS CREDIT OFFERED—*Continued*

	1954–55		1955–56	
	Total semester hours credit offered	Maximum teaching load	Total semester hours credit offered	Maximum teaching load
Arkansas City	353	20	335	20
Chanute	321	19	298	18
Coffeyville	....	17	493	18
Dodge City	245	19	250	18
El Dorado	295	24	289	22
Fort Scott	188	18	188	18
Garden City	368	24	405	24
Highland	266	....	....	16
Hutchinson	....	15	585	15
Independence	275	22	302	20
Iola	102	20	92	20
Kansas City	510	20	520	20
Parsons	310	19	307	19
Pratt	248	20	248	19
Total	3,481		4,312	

	1956–57		1957–58	
	Total semester hours credit offered	Maximum teaching load	Total semester hours credit offered	Maximum teaching load
Arkansas City	379	20	398	20
Chanute	269	18	292	18
Coffeyville	333	18	346	18
Dodge City	260	18	260	20
El Dorado	270	19	268	21
Fort Scott	216	21	321	21
Garden City	409	24	....	25
Highland	264	18	215	19
Hutchinson	341	15	373	17
Independence	335	20	260	20
Iola	108	20	104	18
Kansas City	518	19	556	18
Parsons	340	19	340	19
Pratt	263	20	291	20
Total	4,305		4,024	

TOTAL SEMESTER HOURS CREDIT OFFERED—*Continued*

	1958–59		1959–60	
	Total semester hours credit offered	Maximum teaching load	Total semester hours credit offered	Maximum teaching load
Arkansas City	392	20	397	20
Chanute	296	16	293	16
Coffeyville	350	20	353	20
Dodge City	246	21	243	23
El Dorado	268	19	275	19
Fort Scott	321	15	321	18
Garden City	415	22	457	20
Highland	245	....	205	22
Hutchinson	389	20	416	20
Independence	372	20	376	20
Iola	104	20	327	20
Kansas City	561	18	575	18
Parsons	320	16	328	17
Pratt	266	20	271	20
Total	4,545		4,837	

	1960–61		1961–62	
	Total semester hours credit offered	Maximum teaching load	Total semester hours credit offered	Maximum teaching load
Arkansas City	410	20	413	19
Chanute	296	16	293	16
Coffeyville	323	18	347	18
Dodge City	260	18	359	18
El Dorado	296	20	296	21
Fort Scott	321	18	324	18
Garden City	495	19	495	19
Highland	396	17	412	17
Hutchinson	456	20	578	19
Independence	378	19	372	20
Iola	327	20	350	20
Kansas City	567	18	607	18
Parsons	330	17	349	17
Pratt	267	20	250	20
Total	5,122		5,445	

TOTAL SEMESTER HOURS CREDIT OFFERED—*Concluded*

	1962–63		1963–64	
	Total semester hours credit offered	Maximum teaching load	Total semester hours credit offered	Maximum teaching load
Arkansas City	420	18	433	18
Chanute	299	16	292	16
Coffeyville	341	18	312	19
Dodge City	389	....	420	18
El Dorado	316	17	325	19
Fort Scott	330	18	335	18
Garden City	490	19	453	18
Highland	412	17	418	17
Hutchinson	595	20	614	18
Independence	401	19	407	18
Iola	336	20	422	20
Kansas City	707	18	707	18
Parsons	348	19	358	20
Pratt	277	20	311	20
Total	5,171		4,969	

	1964–65		1965–66	
	Total semester hours credit offered	Maximum teaching load	Total semester hours credit offered	Maximum teaching load
Allen County CJC	386	20	433	22
Butler County CJC	327	18	NA	18
Cloud County CJC	....	....	112	16
Coffeyville CJC	316	19	321	21
Colby CJC	NA	15	NA	16
Cowley County CJC	436	22	NA	17
Dodge City CJC	480	16	NA	17
Fort Scott CJC	380	18	296	NA
Garden City CJC	465	18	NA	18
Highland CJC	422	18	478	21
Hutchinson CJC	626	20	754	17
Independence CJC	403	20	426	18
Kansas City Kansas CJC	NA	20	NA	30
Labette CJC	358	20	364	20
Neosho County CJC	307	20	325	16
Pratt CJC	424	17	358	17
Total	5,330		3,807	

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* Includes two language classes with combined enrollment of 10.

IOLA JUNIOR COLLEGE LIBRARY

Iola Junior College and Iola Senior High School share a joint library. Every book in the combined library is available for the use of the students of Iola Junior College. A true picture of the library resources of the Iola Junior College may only be seen by combining the totals of books as follows:

		Annual appropriation	Volumes added	Total volumes
1948–1949	College	$700.00	52	3,520
	High School	500.00	78	2,972
	Totals	$1,200.00	130	6,492
1949–1950	College	$750.00	170	3,672
	High School	500.00	182	3,214
	Totals	$1,250.00	352	6,886
1950–1951	College	$750.00	194	3,079
	High School	500.00	188	3,332
	Totals	$1,250.00	382	7,311
1951–1952	College	$800.00	156	3,175
	High School	600.00	141	3,421
	Totals	$1,400.00	297	6,596
1952–1953	College	$800.00	147	3,332
	High School	600.00	130	3,529
	Totals	$1,400.00	277	6,861
1953–1954	College	$500.00	107	3,428
	High School	600.00	59	3,588
	Totals	$1,100.00	166	7,016
1954–1955	College	$500.00	88	3,503
	High School	600.00	49	3,600
	Totals	$1,100.00	137	7,103
1955–1956	College	$500.00	142	3,631
	High School	600.00	115	3,678
	Totals	$1,100.00	257	7,309
1956–1957	College	$600.00	174	3,744
	High School	600.00	162	3,799
	Totals	$1,200.00	336	7,543
1957–1958	College	$1,000.00	207	3,918
	High School	700.00	220	3,964
	Totals	$1,700.00	427	7,882
1958–1959	College	$1,000.00	140	4,008
	High School	700.00	123	4,048
	Totals	$1,700.00	263	8,056
1959–1960	College	$1,000.00	159	4,156
	High School	700.00	132	4,167
	Totals	$1,700.00	291	8,323
1960–1961	College	$1,000.00	227	4,340
	High School	700.00	206	4,365
	Totals	$1,700.00	433	8,705
1961–1962	College	$1,000.00	260	4,492
	High School	750.00	209	4,501
	Totals	$1,750.00	469	8,993
1962–1963	College	$1,000.00	137	4,613
	High School	750.00	123	4,612
	Totals	$1,750.00	260	9,225
1963–1964	College	$1,200.00	164	4,724
	High School	1,000.00	215	4,775
	Totals	$2,200.00	379	9,499

LIBRARY

	1946–47*			1947–48*		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Arkansas City..	$500.00	....	7,295	$500.00	147	7,442
Chanute.......	1,050.00	....	5,232	1,500.00	69	5,252
Coffeyville.....	400.00	....	6,193	400.00	769	7,091
Dodge City....	....	....	5,000	....	149	5,084
El Dorado.....	400.00	....	4,741	700.00	75	10,962
Fort Scott.....	1,500.00	....	6,876	750.00	214	6,991
Garden City...	800.00	....	2,035	800.00	87	4,890
Highland......	700.00	....	3,500	500.00	62	2,500
Hutchinson....	1,500.00	....	5,323	1,500.00	532	6,197
Independence..	600.00	....	4,834	500.00	364	5,198
Iola..........	....	....	....	....	....	....
Kansas City...	1,000.00	....	6,306	1,000.00	94	6,700
Parsons.......	644.00	....	10,472	692.35	76	10,484
Pratt.........	500.00	....	6,392	600.00	157	3,257
Totals......	$9,594.00	....	74,199	$8,092.35	2,719	82,048

	1948–49			1949–50		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Arkansas City..	$500.00	376	7,650	$500.00	224	7,874
Chanute.......	1,100.00	141	5,393	1,100.00	163	5,511
Coffeyville.....	1,300.00	228	9,000	400.00	750	7,091
Dodge City....	900.00	....	5,000	863.00	103	5,006
El Dorado.....	700.00	425	4,292	700.00	508	4,880
Fort Scott.....	1,200.00	312	7,126	1,150.00	226	7,079
Garden City...	900.00	480	4,817	1,000.00	....	5,117
Highland......	375.00	73	3,467	....	145	5,546
Hutchinson....	1,500.00	700	6,652	1,625.00	712	7,075
Independence..	635.00	134	5,279	850.00	60	5,630
Iola..........	700.00	52	3,520	750.60	170	3,672
Kansas City...	756.00	452	6,877	750.00	399	7,247
Parsons.......	1,193.00	100	10,479	1,150.00	450	9,689
Pratt.........	....	171	3,428	....	199	3,627[1]
Totals......	$10,759.00	3,644	82,980	$11,938.00	3,946	85,044

	1950–51			1951–52		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Arkansas City..	$500.00	153	2,841	$500.00	110	2,951
Chanute.......	1,100.00	224	5,237	550.00	199	5,198
Coffeyville.....	1,100.00	96	5,613	1,000.00	129	5,673
Dodge City....	1,000.00	198	5,204	1,000.00	276	5,473
El Dorado.....	533.05	270	6,138	545.00	152	6,218
Fort Scott.....	500.00	504	7,592	500.00	427	7,523
Garden City...	3,000.00[1]	1,374	6,063	3,000.00[1]	307	6,188
Highland......	132.00	107	5,652	147.00	153	5,648
Hutchinson....	1,500.00	....	7,324	1,650.00	382	7,491
Independence..	750.00[1]	105	6,638	1,000.00[1]	302	5,978
Iola..........	750.00	194	3,079	800.00	156	3,175
Kansas City...	775.00	218	5,175	700.00	105	5,332
Parsons.......	575.00	296	7,808	763.00	214	7,758
Pratt.........	750.00	260	2,025	....	474	2,354
Totals......	$12,965.05	3,999	76,389	$12,155.00	3,386	76,960

* Expenditures for library purposes other than books are a part of the library budget, but the items for which the expenditures were made are not included in this report.

[1] Includes both high school and junior college.

LIBRARY—*Continued*

	1952–53			1953–54		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Arkansas City..	$500.00	106	2,983	$500.00	71	3,054
Chanute.......	550.00	294	5,512	550.00	203	5,695
Coffeyville.....	950.00	185	5,875	950.00*[1]	282*[1]	6,023*[1]
Dodge City....	1,000.00	163	5,584	1,000.00	230	5,745
El Dorado.....	895.00	217	6,435	492.00	88	6,306
Fort Scott.....	250.00	409	7,854	247.50	396	8,054
Garden City...	2,600.00*	341	6,296	2,600.00*	185	2,526
Highland......	155.00	399	6,024	155.00	157	6,149
Hutchinson....	1,650.00	308	7,609	1,650.00	352	7,888
Independence..	1,000.00*	1,074	6,461	1,200.00*	445	6,999
Iola..........	800.00	147	3,332	500.00	107	3,428
Kansas City...	700.00	122	5,454	700.00	188	5,542
Parsons.......	713.60	233	7,781	950.00	320	7,941
Pratt.........	1,235.00	166	2,610	700.00	170	3,307
Totals......	$12,998.60	4,164	79,792	$12,194.50	3,194	78,657

	1954–55			1955–56		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Arkansas City..	$500.00	37	3,175	$500.00	67	3,242
Chanute.......	575.00	190	5,885	650.00	202	5,959
Coffeyville.....	900.00	....	4,375	1,050.00	....	4,375
Dodge City....	1,000.00	254	6,106	1,000.00	187	6,025
El Dorado.....	492.00	62	6,458	485.00	114	6,572
Fort Scott.....	247.50	229	8,136	247.50	185	8,232
Garden City...	2,600.00	524	2,862	2,600.00[2]	75	2,887
Highland......	175.00	131	6,226	400.00	130	2,510
Hutchinson....	1,750.00	475	8,007	1,850.00	338	8,255
Independence..	1,000.00	621	5,785	1,000.00	438	6,260
Iola..........	500.00	88	3,503	500.00	142	3,631
Kansas City...	1,100.00	326	5,893	1,100.00	352	6,077
Parsons.......	1,084.00	254	8,195	940.00	198	8,356
Pratt.........	1,145.00	250	3,087	1,200.00	233	3,311
Totals......	$11,984.50	3,441	77,693	$13,522.50	2,661	75,692

	1956–57			1957–58		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Arkansas City..	$660.00	178	3,376	$4,000.00	194	3,538
Chanute.......	550.00	264	6,221	575.00	297	6,501
Coffeyville.....	1,250.00	117	4,877	1,250.00	81	4,923
Dodge City....	1,000.00	168	6,187	1,000.00	263	6,440
El Dorado.....	1,315.00	329	6,889	5,250.00	782	7,240
Fort Scott.....	508.00	250	8,351	530.00	287	8,569
Garden City...	1,075.00	1,370	4,257	1,450.00	125	5,056
Highland......	1,500.00	612	2,477	1,100.00	706	2,969
Hutchinson....	1,850.00	420	8,362	2,150.00	400	8,689
Independence..	1,000.00	313	6,466	1,000.00	319	6,526
Iola..........	600.00	174	3,744	1,000.00	207	3,918
Kansas City...	1,500.00	199	6,273	1,500.00	359	6,632
Parsons.......	900.00	104	7,081	775.00	154	8,053
Pratt.........	700.00	207	3,494	700.00	162	3,636
Totals......	$14,408.00	4,705	78,055	$22,280.00	4,182	82,690

2. Junior college and senior high.

LIBRARY—*Continued*

	1958–59			1959–60		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Arkansas City..	$4,000.00	6	4,406	$1,425.00	607	5,013
Chanute.......	575.00	263	6,684	575.00	290	6,974
Coffeyville.....	1,250.00	249	5,117	1,250.00	231	5,323
Dodge City....	2,000.00	257	6,687	2,000.00	542	7,172
El Dorado.....	5,760.00	352	7,577	6,660.00	431	7,940
Fort Scott.....	530.00	240	8,683	790.00	275	8,810
Garden City...	1,579.00	874	5,002	1,180.74	915	5,223
Highland......	1,200.00	949	3,602	758.62	866	3,977
Hutchinson....	3,000.00	680	9,295	3,500.00	825	10,065
Independence..	2,700.00	375	6,335	3,300.00	411	7,159
Iola..........	1,000.00	140	4,008	1,000.00	159	4,156
Kansas City...	1,500.00	403	6,518	1,500.00	415	6,933
Parsons.......	1,035.00	363	8,249	920.00	335	8,546
Pratt.........	975.00	158	3,685	1,020.10	268	3,787
Totals......	$27,194.00	5,309	85,848	$25,879.46	6,570	91,078

	1960–61			1961–62		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Arkansas City..	$1,425.00	1,332	6,212	$1,425.00	2,048	7,872
Chanute.......	800.00	306	7,202	800.00	374	7,538
Coffeyville.....	2,750.00	280	5,545	3,750.00	689	6,126
Dodge City....	2,000.00	445	7,612	2,000.00	269	7,881
El Dorado.....	7,490.49	310	8,206	6,800.00	346	8,475
Fort Scott.....	1,000.00	377	8,843	1,000.00	314	9,075
Garden City...	2,957.24	459	5,634	1,500.00	459	4,721
Highland......	2,500.00	1,236	5,095	2,500.00	1,340	6,116
Hutchinson....	3,950.00	1,152	11,072	4,750.00	1,143	12,048
Independence..	2,200.00	589	7,570	2,300.00	99	7,856
Iola..........	1,000.00	227	4,340	1,000.00	260	4,492
Kansas City...	1,500.00	394	7,283	2,500.00	418	7,658
Parsons.......	1,125.00	487	9,003	1,242.00	347	9,305
Pratt.........	1,000.00	421	4,202	1,099.29	394	4,571
Totals......	$31,697.73	8,015	97,819	$32,666.29	84.919	103,734

	1962–63			1963–64		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Arkansas City..	$3,025.00	545	8,446	$2,115.00	757	9,204
Chanute.......	815.00	274	7,594	1,600.00	250	7,753
Coffeyville.....	4,107.36	666	6,665	3,115.34	790	7,333
Dodge City....	2,000.00	443	8,299	2,000.00	435	8,734
El Dorado.....	7,155.00	383	8,756	7,950.00	278	8,892
Fort Scott.....	1,000.00	511	9.585	1,500.00	633	10,086
Garden City...	1,965.97	305	4,839	2,500.00	405	5,026
Highland......	2,300.00	987	7,080	3,500.00	2,491	10,126
Hutchinson....	5,750.00	901	12,876	6,000.00	875	13,606
Independence..	1,560.00	511	8,165	2,000.00	582	8,426
Iola..........	1,000.00	137	4,613	1,200.00	164	4,724
Kansas City...	2,800.00	471	8,090	2,800.00	587	8,639
Parsons.......	1,840.00	170	4,557	1,955.00	629	4,524
Pratt.........	1,450.00	620	4,899	1,450.00	723	5,502
Totals......	$36,768.33	6,924	104,464	$39,685.34	8,145	110,325

LIBRARY—*Concluded*

	1964-65			1965-66		
	Annual appro-priation	Volumes added	Total volumes	Annual appro-priation	Volumes added	Total volumes
Allen County CJC	$1,200	186	4,843	$1,200	307	5,078
Butler County CJC	3,050	947	9,587	4,083	678	9,986
Cloud County CJC	....	....	....	2,050	....	5,399
Coffeyville CJC	3,600	745	7,870	6,000	781	8,577
Colby CJC	700	130	130	NA	716	716
Cowley County CJC	3,500	695	9,861	3,750	649	10,502
Dodge City CJC	2,000	318	9,052	3,050	645	9,640
Fort Scott CJC	2,500	507	10,563	2,500	527	11,147
Garden City CJC	2,362	456	5,387	4,087	886	6,161
Highland CJC	2,500	2,491	10,126	5,000	707	10,651
Hutchinson CJC	6,200	1,375	14,855	6,500	1,004	15,804
Independence CJC	3,100	789	9,003	3,500	1,401	10,798
Kansas City Kansas CJC	4,200	734	9,319	6,500	694	10,019
Labette CJC	2,216	442	4,962	3,534	368	5,299
Neosho County CJC	1,846	440	6,588	2,043	873	7,424
Pratt CJC	2,250	593	6,060	2,000	816	6,869
Totals	$41,224	10,848	118,188	$55,797	11,052	134,070

PUBLIC JUNIOR COLLEGE ENROLLMENTS 1946-66

	1946–47				1947–48			
	Fresh.	Soph.	Special	Total	Fresh.	Soph.	Special	Total
Arkansas City	190	57	40	287	148	83	5	236
Chanute	179	45	....	224	141	89	12	242
Coffeyville	398	127	14	539	287	177	14	478
Dodge City	130	41	6	177	107	55	64	226
El Dorado	246	60	....	306	174	97	10	281
Fort Scott	178	38	12	228	161	106	....	267
Garden City	100	6	2	108	77	45	7	129
Highland	53	21	28	102	33	47	28	108
Hutchinson	328	77	18	423	285	221	....	506
Independence	250	36	4	290	195	103	....	298
Iola		No	School		No	School		
Kansas City	590	148	93	831	388	294	20	702
Parsons	195	60	12	267	144	94	17	255
Pratt	78	8	26	112	74	35	17	126
Totals	2,915	724	255	3,894	2,214	1,446	194	3,854

	1948–49				1949–50			
	Fresh.	Soph.	Special	Total	Fresh.	Soph.	Special	Total
Arkansas City	115	86	9	210	138	72	11	221
Chanute	132	72	16	220	112	67	7	186
Coffeyville	180	135	14	329	277	127	55	459
Dodge City	139	59	52	250	151	55	70	276
El Dorado	150	68	....	218	166	42	14	222
Fort Scott	132	68	....	200	119	62	....	181
Garden City	92	40	21	153	102	49	23	174
Highland	22	20	26	68	36	13	....	49
Hutchinson	250	172	8	430	261	152	4	417
Independence	156	85	3	244	190	82	6	278
Iola	54	37	1	92	80	35	9	124
Kansas City	317	201	38	556	251	158	29	438
Parsons	147	88	10	245	147	82	13	242
Pratt	88	33	29	150	83	34	37	154
Totals	1,974	1,164	227	3,365	2,113	1,030	278	3,421

	1950–51				1951–52			
	Fresh.	Soph.	Special	Total	Fresh.	Soph.	Special	Total
Arkansas City	97	78	24	199	91	43	35	169
Chanute	111	49	3	163	72	26	12	110
Coffeyville	225	181	86	492	309	200	208	717
Dodge City	128	81	57	266	111	42	9	162
El Dorado	167	41	4	212	115	42	10	167
Fort Scott	80	60	28	168	78	25	1	104
Garden City	113	50	42	205	76	57	52	185
Highland	43	21	....	64	39	21	25	85
Hutchinson	333	112	5	450	227	152	24	403
Independence	116	84	12	212	99	60	6	155
Iola	92	51	15	158	68	34	12	114
Kansas City	242	135	22	399	257	128	8	393
Parsons	118	79	12	209	84	57	6	147
Pratt	102	39	21	162	47	38	27	112
Totals	1,967	1,061	331	3,359	1,673	915	435	3,023

PUBLIC JUNIOR COLLEGE ENROLLMENTS 1946-66—*Continued*

	1952–53				1953–54			
	Fresh.	Soph.	Special	Total	Fresh.	Soph.	Special	Total
Arkansas City	133	50	9	192	166	71	14	251
Chanute	94	37	21	152	91	57	14	162
Coffeyville	242	108	11	361	262	75	4	341
Dodge City	105	61	70	236	126	63	116	305
El Dorado	109	45	10	164	182	32	8	222
Fort Scott	85	20	3	108	105	34	3	142
Garden City	114	40	20	174	126	58	11	195
Highland	51	32	22	105	63	36	22	121
Hutchinson	264	128	20	412	280	132	26	438
Independence	135	72	4	211	148	55	7	210
Iola	64	23	7	94	63	37	5	105
Kansas City	299	134	7	440	284	145	9	438
Parsons	96	39	7	142	109	53	10	172
Pratt	46	15	26	87	82	20	26	128
Totals	1,837	804	237	2,878	2,087	868	275	3,230

	1954–55				1955–56			
	Fresh.	Soph.	Special	Total	Fresh.	Soph.	Special	Total
Arkansas City	196	115	14	325	204	125	22	351
Chanute	112	65	6	183	113	72	10	195
Coffeyville	263	172	20	455	305	162	4	471
Dodge City	138	75	111	324	154	106	270	530
El Dorado	208	59	8	275	206	86	3	295
Fort Scott	97	41	1	139	131	44	5	180
Garden City	103	71	11	185	142	82	24	248
Highland	77	45	8	130	75	55	3	133
Hutchinson	311	147	10	468	289	219	19	527
Independence	181	86	8	275	167	93	8	268
Iola	87	61	10	158	82	55	18	155
Kansas City	300	132	9	441	315	190	5	510
Parsons	176	83	19	278	169	107	12	288
Pratt	95	42	63	200	147	63	30	240
Totals	2,344	1,194	298	3,836	2,499	1,459	433	4,391

	1956–57				1957–58			
	Fresh.	Soph.	Special	Total	Fresh.	Soph.	Special	Total
Arkansas City	207	119	12	338	206	101	25	332
Chanute	103	58	8	169	123	56	12	191
Coffeyville	258	183	6	447	281	159	12	452
Dodge City	149	91	21	261	146	116	10	272
El Dorado	233	92	16	341	213	80	19	312
Fort Scott	116	61	2	179	124	45	0	169
Garden City	129	84	17	230	141	90	12	243
Highland	91	66	2	159	86	54	0	140
Hutchinson	350	218	15	583	385	242	0	627
Independence	172	86	12	270	174	72	9	255
Iola	74	43	6	123	84	47	7	138
Kansas City	366	162	13	541	351	173	12	536
Parsons	180	87	18	285	160	82	9	251
Pratt	200	96	20	316	175	104	30	309
Totals	2,628	1,446	168	4,242	2,649	1,421	157	4,227

PUBLIC JUNIOR COLLEGE ENROLLMENTS 1946-66—*Continued*

	1958–59				1959–60			
	Fresh.	Soph.	Special	Total	Fresh.	Soph.	Special	Total
Arkansas City	209	124	19	352	222	118	28	368
Chanute	113	72	6	191	98	60	18	176
Coffeyville	342	179	9	521	301	168	0	469
Dodge City	172	89	18	279	173	97	60	330
El Dorado	212	77	3	292	231	60	7	298
Fort Scott	141	39	3	183	153	48	3	204
Garden City	133	68	11	212	181	71	20	272
Highland	97	70	0	167	103	59	0	162
Hutchinson	448	243	....	691	515	261	....	776
Independence	203	103	6	312	189	110	10	309
Iola	86	48	10	144	93	53	9	155
Kansas City	371	171	3	545	421	158	4	583
Parsons	188	92	8	288	199	104	10	313
Pratt	171	92	41	304	124	90	39	253
Totals	2,886	1,467	128	4,481	3,003	1,457	208	4,668

	1960–61				1961–62			
	Fresh.	Soph.	Special	Total	Fresh.	Soph.	Special	Total
Arkansas City	216	125	51	392	317	135	44	496
Chanute	105	53	9	167	145	64	7	216
Coffeyville	334	158	4	496	320	184	10	514
Dodge City	201	89	42	332	234	121	64	419
El Dorado	260	72	4	336	318	73	8	399
Fort Scott	133	68	1	202	159	89	0	248
Garden City	197	119	....	316	199	106	6	311
Highland	219	63	0	282	124	68	215	407
Hutchinson	613	304	....	917	599	362	18	979
Independence	242	96	10	348	291	119	30	440
Iola	112	49	8	169	139	91	5	235
Kansas City	437	178	0	615	515	214	2	731
Parsons	179	93	1	273	182	130	3	315
Pratt	184	78	47	309	147	102	30	279
Totals	3,432	1,545	177	5,154	3,689	1,858	442	5,989

	1962–63				1963–64			
	Fresh.	Soph.	Special	Total	Fresh.	Soph.	Special	Total
Arkansas City	315	165	41	521	293	172	15	480
Chanute	148	66	5	219	135	63	8	206
Coffeyville	334	164	11	509	389	200	20	609
Dodge City	293	134	42	469	255	124	66	445
El Dorado	298	76	2	376	294	76	0	370
Fort Scott	139	81	31	251	190	81	44	315
Garden City	271	132	....	403	258	126	....	384
Highland	285	123	0	408	308	74	0	382
Hutchinson	675	375	12	1,062	642	374	14	1,030
Independence	308	134	16	458	251	177	4	432
Iola	142	107	5	254	156	101	11	268
Kansas City	528	221	2	751	501	236	6	743
Parsons	195	111	5	311	199	116	6	321
Pratt	169	94	24	287	118	90	31	239
Totals	4,100	1,983	196	6,279	3,989	2,010	225	6,224

PUBLIC JUNIOR COLLEGE ENROLLMENTS 1946-66—*Concluded*

	1964-65				1965-66			
	Fresh.	Soph.	Special	Total	Fresh.	Soph.	Special	Total
Allen Co. CJC....	224	111	6	341	237	164	6	407
Butler Co. CJC...	346	107	....	453	510	149	14	673
Cloud Co. CJC....	....	....	....	....	159	50	43	252
Coffeyville CJC...	529	211	13	753	504	239	21	764
Colby CJC.......	96	23	79	198	141	42	15	198
Cowley Co. CJC...	350	221	25	596	330	225	16	571
Dodge City CJC...	350	124	10	484	366	157	5	528
Fort Scott CJC....	275	105	11	391	259	148	60	467
Garden City CJC..	262	113	64	439	320	114	77	511
Highland CJC....	346	166	....	512	407	198	....	605
Hutchinson CJC...	816	377	13	1,206	993	496	16	1,505
Independence CJC.	321	156	8	485	359	196	22	577
KC Kansas CJC...	570	258	3	831	952	370	15	1,337
Labette CJC......	213	132	9	354	278	133	4	415
Neosho Co. CJC...	167	78	7	252	214	80	7	301
Pratt CJC........	204	90	55	349	217	147	42	406
Totals........	5,069	2,272	303	7,644	6,246	2,908	363	9,517

AVERAGE SALARIES FOR MEN AND WOMEN
(Includes Dean but not Superintendent or President)

	1946–47		1947–48	
	Men	Women	Men	Women
Arkansas City	$2,975.00	$2,337.60	$3,095.00	$2,641.11
Chanute	2,695.83	2,255.00	2,965.38	2,480.00
Coffeyville	2,834.37	2,366.66	3,[illegible]29.55	2,702.22
Dodge City	2,700.00	2,150.00	3,133.33	2,560.00
El Dorado	2,568.18	2,240.00	2,750.54	2,414.50
Fort Scott	2,400.00	2,000.00	2,728.57	2,220.00
Garden City	2,624.44	2,125.33	3,019.85	2,547.70
Highland		1,836.67	2,000.00	2,256.67
Hutchinson	2,804.16	2,244.44	3,300.00	2,818.18
Independence	2,695.00	2,028.55	3,002.35	2,441.67
Iola	No School	No School	No School	No School
Kansas City	3,074.54	2,679.22	3,305.08	3,232.00
Parsons	[illegible]	2,005.00	2,950.76	2,316.92
Pratt	2,695.00	2,125.00	3,123.75	2,607.14

	1948–49		1949–50	
	Men	Women	Men	Women
Arkansas City	$3,475.00	$2,805.80	$3,660.38	$2,916.80
Chanute	3,165.63	2,585.00	3,360.94	2,697.50
Coffeyville	3,556.50	2,820.00	3,633.33	3,041.67
Dodge City	3,400.00	2,733.33	3,471.43	2,830.00
El Dorado	3,087.31	2,740.00	3,206.54	2,841.66
Fort Scott	3,061.54	2,522.22	3,189.29	2,683.33
Garden City	3,457.36	2,725.00	3,670.92	3,084.33
Highland	3,000.00	2,233.33	3,150.00*	2,400.00
Hutchinson	3,482.35	2,968.18	3,705.88	3,125.00
Independence	3,280.00	2,675.00	3,384.09	2,783.33
Iola	3,250.00	2,530.55	3,395.00	2,691.67
Kansas City	3,924.15	3,249.33	4,016.78	3,237.17
Parsons	3,220.00	2,411.25	3,335.00	2,575.00
Pratt	3,563.92	2,964.00	3,739.55	3,052.71

	1950–51		1951–52	
	Men	Women	Men	Women
Arkansas City	$3,576.00	$2,956.00	$3,969.00	$3,199.00
Chanute	3,270.00	2,706.00	3,560.00	3,211.00
Coffeyville	3,804.00	3,220.00	4,106.00	3,500.00
Dodge City	3,535.00	2,825.00	3,767.00	3,109.00
El Dorado	3,465.00	2,971.00	3,702.00	3,222.00
Fort Scott	3,118.00	2,700.00	3,467.00	2,967.00
Garden City	3,666.00	3,152.00	4,054.00	3,228.00
Highland	3,033.00	1,695.00	3,100.00	1,695.00
Hutchinson	3,800.00	3,180.00	4,222.00	3,605.00
Independence	3,564.00	2,942.00	3,842.00	3,238.00
Iola	3,428.00	2,814.00	3,628.00	3,005.00
Kansas City	4,012.00	3,423.00	4,475.00	4,057.00
Parsons	3,447.00	2,671.00	3,867.00	3,084.00
Pratt	3,521.00	3,081.00	3,870.00	3,286.00

* Includes apartment.

AVERAGE SALARIES FOR MEN AND WOMEN—*Continued*

(Includes Dean but not Superintendent or President)

	1952–53		1953–54	
	Men	Women	Men	Women
Arkansas City	$4,138.00	$3,222.00	$4,213.00	$3,281.00
Chanute	3,800.00	3,384.00	3,894.00	3,450.00
Coffeyville	4,475.00	3,971.00	4,437.00	4,205.00
Dodge City	3,960.00	3,388.00	4,459.00	3,867.00
El Dorado	4,006.00	3,481.00	4,021.00	3,589.00
Fort Scott	3,742.00	4,400.00	3,911.00	3,325.00
Garden City	4,251.00	3,423.00	4,277.00	3,390.00
Highland	3,233.00	2,600.00	3,743.00	2,800.00
Hutchinson	4,374.00	3,888.00	4,672.00	4,091.00
Independence	4,089.00	3,464.00	4,288.00	3,544.00
Iola	3,725.00	3,182.00	3,881.00	3,211.00
Kansas City	4,767.00	4,367.00	4,883.00	4,350.00
Parsons	4,101.00	3,226.00	4,302.00	3,486.00
Pratt	4,027.00	3,483.00	4,243.00	3,550.00

	1954–55		1955–56	
	Men	Women	Men	Women
Arkansas City	$4,149.00	$3,294.00	$4,438.00	$3,602.00
Chanute	4,011.00	3,586.00	4,103.00	3,650.00
Coffeyville	4,616.00	4,258.00	4,923.00	4,546.00
Dodge City	4,630.00	3,983.00	4,636.00	4,142.00
El Dorado	4,185.00	4,040.00	4,250.00	4,066.00
Fort Scott	3,992.00	3,325.00	4,123.00	3,500.00
Garden City	4,256.00	3,219.00	4,463.00	3,643.00
Highland	3,550.00	2,766.00	4,050.00	2,775.00
Hutchinson	5,043.00	4,341.00	5,366.00	4,632.00
Independence	4,436.00	3,705.00	4,502.00	3,761.00
Iola	4,057.00	3,322.00	4,227.00	3,556.00
Kansas City	5,091.00	4,600.00	5,292.00	4,850.00
Parsons	4,485.00	3,687.00	4,674.00	3,835.00
Pratt	4,450.00	3,700.00	4,521.00	3,900.00

	1956–57		1957–58	
	Men	Women	Men	Women
Arkansas City	$4,848.00	$4,118.00	$5,115.00	$4,475.00
Chanute	4,298.00	3,864.00	4,893.00	4,375.00
Coffeyville	5,006.00	4,728.00	5,030.00	5,064.00
Dodge City	4,855.00	3,865.00	5,014.00	4,590.00
El Dorado	4,351.00	4,116.00	4,616.00	4,370.00
Fort Scott	4,292.00	3,625.00	4,425.00	3,960.00
Garden City	4,610.00	3,008.00	4,930.00	4,146.00
Highland	4,192.00	2,502.00	4,825.00	3,612.00
Hutchinson	5,547.00	4,892.00	5,676.00	5,064.00
Independence	4,636.00	3,892.00	4,780.00	4,020.00
Iola	4,335.00	3,625.00	4,628.50	3,910.00
Kansas City	5,882.00	4,086.00	6,016.00	5,142.00
Parsons	4,763.00	3,894.00	4,780.00	3,956.00
Pratt	4,572.00	3,439.00	5,021.00	4,079.00

AVERAGE SALARIES FOR MEN AND WOMEN—*Continued*

(Includes Dean but not Superintendent or President)

	1958–59		1959–60	
	Men	Women	Men	Women
Arkansas City	$5,339.00	$4,465.00	$5,512.00	$4,677.00
Chanute	4,755.00	4,367.00	4,951.00	4,603.00
Coffeyville	5,443.00	5,520.00	5,670.00	5,695.00
Dodge City	5,153.00	4,800.00	5,573.00	4,926.00
El Dorado	4,851.00	4,590.00	5,125.00	4,967.00
Fort Scott	4,687.00	4,175.00	4,578.00	4,135.00
Garden City	4,947.00	4,452.00	5,611.00	4,576.00
Highland	4,533.00	3,900.00	5,060.00	4,325.00
Hutchinson	5,956.00	5,412.00	6,212.00	5,740.00
Independence	....	....	5,347.00	4,621.00
Iola	4,837.00	[illegible]	4,790.00	4,492.00
Kansas City	5,923.00	5,393.00	6,176.00	5,632.00
Parsons	5,130.00	4,390.00	[illegible]	[illegible]
Pratt	5,234.00	[illegible]	5,492.00	[illegible]

	1960–61		1961–62	
	Men	Women	Men	Women
Arkansas City	$5,797.00	$4,869.00	$5,831.00	$5,011.00
Chanute	5,239.00	4,902.00	5,494.00	5,206.00
Coffeyville	5,812.00	5,875.00	6,093.00	5,680.00
Dodge City	5,860.00	5,040.00	6,234.00	5,306.00
El Dorado	5,504.00	5,247.00	5,657.00	5,330.00
Fort Scott	5,226.00	4,485.00	5,432.00	4,730.00
Garden City	5,960.00	5,296.00	6,367.00	5,695.00
Highland	5,400.00	4,000.00	5,400.00	4,600.00
Hutchinson	6,482.00	6,060.00	6,549.00	6,033.00
Independence	5,592.00	4,912.00	5,805.00	5,238.00
Iola	5,551.00	4,812.00	5,786.00	5,200.00
Kansas City	6,569.00	5,416.00	6,793.00	6,200.00
Parsons	5,650.00	4,916.00	5,866.00	5,128.00
Pratt	5,806.00	5,264.00	5,914.00	5,415.00

	1962–63		1963–64	
	Men	Women	Men	Women
Arkansas City	$6,100.00	$5,346.00	$6,424.00	$5,672.00
Chanute	5,097.00	5,328.00	5,082.00	5,706.00
Coffeyville	6,325.00	5,098.00	6,812.00	6,300.00
Dodge City	6,359.00	5,000.00	6,325.00	5,450.00
El Dorado	5,701.00	5,345.00	6,196.00	5,507.00
Fort Scott	5,672.00	4,792.00	5,864.00	6,066.00
Garden City	6,437.00	5,705.00	6,674.00	6,044.00
Highland	5,497.00	5,050.00	5,037.00	5,400.00
Hutchinson	6,763.00	6,208.00	6,923.00	6,000.00
Independence	6,000.00	5,463.00	6,383.00	5,745.00
Iola	6,008.00	5,550.00	6,249.00	5,731.00
Kansas City	6,921.00	6,033.00	7,325.00	6,250.00
Parsons	5,867.00	5,633.00	6,231.00	5,700.00
Pratt	6,230.00	5,909.00	6,411.00	6,066.00

AVERAGE SALARIES FOR MEN AND WOMEN—*Concluded*
(Includes Dean but not Superintendent or President)

	1964–65		1965–66	
	Men	Women	Men	Women
Allen County CJC	$6,526.00	$5,871.00	$6,310.00	$6,273.00
Butler County CJC	....	....	7,960.00	7,911.00
Cloud County CJC	....	....	6,843.00	5,662.00
Coffeyville CJC	7,430.00	6,511.00	7,242.00	6,912.00
Colby CJC	7,525.00	5,812.00	5,832.00	6,300.00
Cowley County CJC	6,934.00	5,580.00	7,011.00	5,937.00
Dodge City CJC	7,949.00	5,687.00	7,348.00	5,856.00
Fort Scott CJC	6,516.00	5,410.00	6,896.00	5,858.00
Garden City CJC	7,100.00	6,633.00	6,947.00	6,612.00
HighlandCJC	6,327.00	6,150.00	6,722.00	5,913.00
Hutchinson CJC	7,190.00	6,883.00	7,424.00	8,053.00
Independence CJC	6,704.00	5,910.00	7,311.00	6,445.00
Kansas City Kansas CJC	7,901.00	6,366.00	8,432.00	6,739.00
Labette CJC	6,584.00	5,614.00	6,702.00	5,521.00
Neosho County CJC	6,238.00	6,000.00	6,393.00	5,875.00
Pratt CJC	7,012.00	6,406.00	7,102.00	6,400.00

Appendix K

Private Colleges 20-Year Data

Salaries in church related schools cannot easily be compared with those of public junior colleges and in some instances even with those offered in the various church related institutions based on the information which we collected. In numerous instances in addition to the cash salaries received a part or nearly all of a teacher's expenses are cared for by the institution which they serve. The following tables, which include both part-time and full-time employees and administrative heads, reflect in a general way salaries paid. These salaries as listed are the cash salaries and do not take into account living expenses which are furnished in numerous instances.

PRIVATE SCHOOL SALARIES

	1946–1947	1947–1948
$4,000 or over	1	0
$3,500 to $3,999	1	2
$3,000 to $3,499	9	13
$2,500 to $2,999	2	4
$2,000 to $2,499	8	15
$1,500 to $1,999	21	19
$1,000 to $1,499	25	19
Less than $1,000	7	9

	1948–1949	1949–1950
$4,000 or over	3	2
$3,500 to $3,999	0	8
$3,000 to $3,499	14	7
$2,500 to $2,999	13	18
$2,000 to $2,499	14	12
$1,500 to $1,999	12	18
$1,000 to $1,499	14	13
Less than $1,000	3	2

	1950–1951	1951–1952	1952–1953	1953–1954
$4,000 or over	3	11	16	14
$3,500 to $3,999	10	7	6	8
$3,000 to $3,499	11	7	14	17
$2,500 to $2,999	21	22	16	23
$2,000 to $2,499	12	18	26	18
$1,500 to $1,999	12	17	8	10
$1,000 to $1,499	15	8	6	3
Less than $1,000	7	7	3	12

PRIVATE SCHOOL SALARIES—*Concluded*

	1954–55	1955–56	1956–57	1957–58
$4,000 or over	17	22	27	32
$3,500 to $3,999	8	9	11	21
$3,000 to $3,499	26	21	19	26
$2,500 to $2,999	17	17	22	8
$2,000 to $2,499	18	18	10	11
$1,500 to $1,999	4	5	4	3
$1,000 to $1,499	5	5	4	4
Less than $1,000	10	7	10	10

	1958–59	1959–60	1960–61	1961–62
$4,000 or over	33	40	45	53
$3,500 to $3,999	9	11	11	12
$3,000 to $3,499	15	13	16	11
$2,500 to $2,999	12	9	4	1
$2,000 to $2,499	3	2	1	3
$1,500 to $1,999	2	....	2	1
$1,000 to $1,499	3	4	3	3
Less than $1,000	8	6	3	5

	1962–63	1963–64	1964–65	1965–66
$4,000 or over	54	55	72	76
$3,500 to $3,999	14	11	5	6
$3,000 to $3,499	7	6	3	3
$2,500 to $2,999	2	5	3	5
$2,000 to $2,499	....	1	2	2
$1,500 to $1,999	3	3	4	6
$1,000 to $1,499	2	4	3	11
Less than $1,000	6	5	13	6

TOTAL SEMESTER HOURS CREDIT OFFERED AND NUMBER OF STUDENTS CARRYING WORK IN BOTH THE HIGH SCHOOL AND JUNIOR COLLEGE

	1946–1947		1947–1948		1948–1949	
	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both
Central College	170	18	223	7	200.5	5
College of Paola	87	1	128	1	184	35
Hesston College	153	6	201	6	377	0
Sacred Heart College	128.5	2	147	4	140	0
St. John's College	300	36	295	25	296	29
Tabor College	357	17	487	13	212	7

	1949–1950		1950–1951		1951–52	
	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both
Central College	229	6	222	7	215	7
Ursuline College of Paola	127	6	104	3	210	5
Donnelly College	....	....	....	....	220	0
Hesston College	384	0	198	6	197	11
Miltonvale Wesleyan College	....	....	....	....	106	1
Sacred Heart College	115	0	88	2	210	1
St. John's Collegz	298	17	319	26	301	12
Tabor College	0	2	448	0	544	0

	1952–1953		1953–1954	
	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both
Central College	206.5	14	189	7
Ursuline College of Paola	188	21	167	9
Donnelly College	241	0	248	0
Hesston College	189	8	169	16
Miltonvale Wesleyan College	150	0	148	1
Sacred Heart College	307	0	302	0
St. John's College	301	17	301	32
Tabor College	540	0	448	0

TOTAL SEMESTER HOURS CREDIT OFFERED AND NUMBER OF STUDENTS CARRYING WORK IN BOTH THE HIGH SCHOOL AND JUNIOR COLLEGE

	1954–55		1955–56		1956–57	
	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both
Central College	176	....	186	7	180	8
Donnelly College	....	None	195	None	198	None
Hesston College	240	3	229	20	160	....
Miltonvale Wesleyan College	20	3	173	None	158	2
Sacred Heart College	270	....	330	2	350	4
St. John's College	317	30	320	24	315	29
Tabor College	NA	None	450	None	444	None
Ursuline College of Paola	438	3	163	17	167	15

	1957–58		1958–59		1959–60	
	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both
Central College	....	8	152	8	180	5
Donnelly College	196	3	220	None	225	None
Hesston College	307	5	331	9	293	28
Miltonvale Wesleyan College	136	1	143	1	140	None
Sacred Heart College	348	1	380	8	....	....
St. John's College	314	17	297	6	303	5
Tabor College	466	....	....	....	....	....

	1960–61		1961–62		1962–63	
	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both
Central College	....	None	27	2	31	None
Donnelly College	320	None	350	None	390	None
Hesston College	335	19	340	8	325	10
Miltonvale Wesleyan College	142	None	216	None	250	3
St. John's College	290	9	259	8	268	5

	1963–64		1964–65		1965–66	
	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both	Total semester hours credit offered	Students carrying work in both
Central College	....	....	....	....	....	None
Donnelly College	254	....	256	....	....	None
Hesston College	321	12	330	3	334	4
Miltonvale Wesleyan College	245	1	245	None	304	None
St. John's College	285	10	286	15	284	15

ENROLLMENT—1946-1947

	First year	Second year	Special	Total
Central College	66	23	....	89
College of Paola	33	12	10	55
Hesston College	45	16	25	86
Sacred Heart College	56	15	25	96
St. John's College	129	76	20	225
Tabor College	147	79	11	237

ENROLLMENT—1947-1948

	First year	Second year	Special	Total
Central College	66	39	7	112
College of Paola	30	13	37	80
Hesston College	59	23	4	86
Sacred Heart College	50	26	5	81
St. John's College	110	113	37	260
Tabor College	136	107	*73	316

* Students enrolled in third and fourth years of college at Tabor are classified in this report as special students.

ENROLLMENT—1948-1949

	First year	Second year	Special	Total
Central College	59	39	7	105
College of Paola	27	20	38	85
Hesston College	69	33	....	102
Sacred Heart College	79	19	4	102
St. John's College	118	108	17	243
Tabor College	72	80	91	243

ENROLLMENT—1949-1950

	First year	Second year	Special	Total
Central College	48	32	4	84
College of Paola	31	19	41	91
Hesston College	48	32	0	80
Sacred Heart College	78	12	38	128
St. John's College	137	120	31	288
Tabor College	89	52	98*	239

* Students enrolled in third and fourth years of college at Tabor are classified in this report as special students.

ENROLLMENT

	1950–1951				1951–1952			
	First year	Second year	Special	Total	First year	Second year	Special	Total
Central College	60	19	27	106	54	31	4	89
Donnelly College	....	....	....	....	123	41	138**	302
Hesston College	59	25	38	122	70	28	4	102
Miltonvale Wesleyan College	....	....	....	....	53	17	4	74
Sacred Heart College	24	18	92	134	25	13	87	125
St. John's College	160	147	23	330	139	159	21	319
Tabor College	94	59	8	161	63	62	65*	190
Ursuline College of Paola	43	32	27	102	33	28	21	82
Totals	440	300	215	955	560	379	344	1,283

	1952–1953				1953–1954			
	First year	Second year	Special	Total	First year	Second year	Special	Total
Central College	63	30	5	98	39	26	1	66
Donnelly College	141	44	19	204	185	59	34	278
Hesston College	63	31	4	98	75	32	7	114
Miltonvale Wesleyan College	23	26	7	56	39	18	25	82
Sacred Heart College	26	17	64	107	35	17	60	112
St. John's College	139	137	29	305	142	131	21	294
Tabor College	68	53	107*	228	87	51	69*	207
Ursuline College of Paola	23	24	22	69	31	17	34	82
Totals	546	362	257	1,165	633	351	251	1,235

* Students enrolled in third and fourth years of college at Tabor are classified in this report as special students.

** Includes 118 special students enrolled in adult education program at Donnelly.

ENROLLMENT

	1954–55				1955–56				1956–57			
	First year	Second year	Special	Total	First year	Second year	Special	Total	First year	Second year	Special	Total
Central College	31	27	6	64	42	18	2	62	40	25	4	69
Donnelly College	185	91	27	303	198	98	49	345	207	101	44	352
Hesston College	69	36	9	114	71	23	5	99	78	40	16	134
Miltonvale Wesleyan College	31	18	15	64	26	17	9	52	41	15	1	57
Sacred Heart College	25	21	23	69	45	10	175	230	37	31	26	94
St. John's College	138	138	31	307	151	143	40	334	143	117	19	279
Tabor College	111	57	74	242	98	59	74	231	100	68	27	195
Ursuline College of Paola	15	24	45	84	43	20	62	125	20	17	60	97
Total	605	412	230	1,247	674	388	416	1,478	666	414	197	1,277

	1957–58				1958–59				1959–60			
	First year	Second year	Special	Total	First year	Second year	Special	Total	First year	Second year	Special	Total
Central College	28	24	3	55	56	20	6	76	50	31	1	82
Donnelly College	204	95	57	356	244	90	41	375	263	80	59	402
Hesston College	91	43	7	141	88	45	5	138	100	34	8	142
Miltonvale Wesleyan College	44	19	1	64	40	30	2	72	42	23	1	66
Sacred Heart College	82	36	68	186	92	53	50	195	......	......	......	......
St. John's College	124	118	3	245	129	91	10	230	179	88	14	281
Tabor College	95	61	37	193	......	......	......	......	......	......	......	......
Total	668	396	176	1,240	649	329	114	1,086	634	256	83	973

ENROLLMENT

	1960–61				1961–62				1962–63			
	First year	Second year	Special	Total	First year	Second year	Special	Total	First year	Second year	Special	Total
Central College	55	38	9	102	89	41	....	130	85	54	7	143
Donnelly College	275	152	35	462	326	128	32	486	360	114	49	523
Hesston College	116	79	6	201	125	65	16	206	131	68	11	210
Miltonvale Wesleyan College	49	31	6	86	62	38	....	100	65	34	....	99
St. John's College	143	124	16	283	131	109	9	249	127	100	8	235
Total	638	424	72	1,134	733	381	57	1,171	768	370	75	1,210

	1963–64				1964–65				1965–66			
	First year	Second year	Special	Total	First year	Second year	Special	Total	First year	Second year	Special	Total
Central College	73	57	1	131	98	51	6	155	100	64	6	170
Donnelly College	393	198	60	651	495	209	83	787	660	286	62	1,008
Hesston College	155	72	27	254	162	104	21	287	194	100	13	307
Miltonvale Wesleyan College	66	39	8	113	73	40	6	119	82	56	9	147
St. John's College	134	85	7	226	153	110	8	271	195	123	24	342
Total	821	451	103	1,375	981	514	124	1,619	1,231	629	114	1,974

FACULTY—1946-1947

	Full time equivalency	Total number	Master's degrees	Maximum teaching load
Central College	6	19	3	21
College of Paola	7.3	13	7	19
Hesston College	5	12	7	16
Sacred Heart College	15	19	14	12
St. John's College	11	16	10	28
Tabor College	18	22	7	18

FACULTY—1947-1948

	Full time equivalency	Total number	Master's degrees	Maximum teaching load
Central College	8	18	4	20
College of Paola	10.75	13	7	18
Hesston College	14	20	8	16
Sacred Heart College	....	22	17	15
St. John's College	12	18	9	24
Tabor College	21.5	24	9	20

FACULTY—1948-1949

	Full time equivalency	Total number	Master's degrees	Maximum teaching load
Central College	9	17	3	20
College of Paola	10	16	8	18
Hesston College	12	16	8	16
Sacred Heart College	9	21	17	14
St. John's College	13.75	18	10	23
Tabor College	21	24	11†	20

FACULTY—1949-1950

	Full time equivalency	Total number	Master's degrees	Maximum teaching load
Central College	10	20	11	18
College of Paola	9	13	7	19
Heston College	13	19	8	17
Sacred Heart College	9	22	15	11*
St. John's College	15	23	14	18
Tabor College	22.5	23	13†	18

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* Teachers also have additional institutional duties.

† Includes Master of Theology degrees.

FACULTY

	1950–1951				1951–1952			
	Full time equiv-alency	Total number	Master's degrees	Maximum teaching load	Full time equiv-alency	Total number	Master's degrees	Maximum teaching load
Central College	10	22	11	15	8.5	21	10	18
Donnelly College	....	....	....	....	11.5	17	11	17
Hesston College	6.8	12	10	17	7.5	14	13	16
Miltonvale Wesleyan College	....	....	....	....	7	10	10	12
Sacred Heart College	3	24	15	18	4	23	17	15
St. John's College	16	22	14	18	15.25	26	14	18
Tabor College	22.25	26	23	18	22.5	23	18	18
Ursuline College of Paola	10.5	14	9	17	10.2	15	10	17
Totals	68.55	120	82		86.45	149	103	

	1952–1953				1953–1954			
	Full time equiv-alency	Total number	Master's degrees	Maximum teaching load	Full time equiv-alency	Total number	Master's degrees	Maximum teaching load
Central College	9	21	8	18	9	22	6	13
Donnelly College	11	12	11	18	10	12	11	17
Hesston College	7.5	13	11	16	6.6	15	14	16
Miltonvale Wesleyan College	7	10	11	16	7	14	12	18
Sacred Heart College	13	24	19	19	14	24	19	23
St. John's College	15	26	17	18	17	26	14	18
Tabor College	21	23	20	18	20	21	16	18
Ursuline College of Paola	8.8	13	12	21	9	15	13	21
Totals	92.3	142	109		92.6	149	105	

FACULTY

	1954–55				1955–56				1956–57			
	FTE	Total number	Master's degrees	Maximum teaching load	FTE	Total number	Master's degrees	Maximum teaching load	FTE	Total number	Master's degrees	Maximum teaching load
Central College	....	16	10	14	....	11	7	14	....	16	9	14
Donnelly College	10.5	13	12	18	12	13	11	18	14	16	12	18
Hesston College	8	18	13	16	7.75	21	15	16	8.5	19	15	16
Miltonvale Wesleyan College	7	16	12	18	7	16	9	15	8	12	11	12
Sacred Heart College	5	17	15	15	19	28	22	18	24	28	19	18
St. John's College	17	26	13	18	....	....	15	NA	15.7	29	18	16
Tabor College	21	22	18	18	22.50	24	19	15	23.5	28	20	15
Ursuline College of Paola	9	15	13	20	8.25	15	13	19	9	15	13	14
Total		143	106			128	111			163	117	

	1957–58				1958–59				1959–60			
	FTE	Total number	Master's degrees	Maximum teaching load	FTE	Total number	Master's degrees	Maximum teaching load	FTE	Total number	Master's degrees	Maximum teaching load
Central College	....	17	11	14	8	20	10	15	8	14	11	15
Donnelly College	13	16	12	17	14	16	11	17	14	16	11	16
Hesston College	10.5	26	20	17	12.8	22	18	16	11.3	22	18	17
Miltonvale Wesleyan College	6	12	8	17	7.38	12	8	20	7	14	8	18
Sacred Heart College	23	27	18	18	23.50	28	18	18	....	....	....	....
St. John's College	21	29	17	15	20.5	29	22	15	22.25	31	24	15
Tabor College	25	27	24	15	....	....	....	....	....	....	....	....
Total		154	110			127	87			97	72	

FACULTY

	1960–61				1961–62				1962–63			
	FTE	Total number	Master's degrees	Maximum teaching load	FTE	Total number	Master's degrees	Maximum teaching load	FTE	Total number	Master's degrees	Maximum teaching load
Central College	9.66	15	11	17	10.5	16	10	16	10.5	18	12	16
Donnelly College	14.5	16	12	18	14	18	12	18	13.5	17	13	18
Hesston College	15.7	21	21	17	19	27	20	16	17	27	22	17
Miltonvale Wesleyan College	7	11	9	18	9	14	12	20	10	16	14	18
St. John's College	27	35	27	15	21.40	33	25	21	20	30	24	16
Total		98	80			108	79			108	85	

	1963–64				1964–65				1965–66			
	FTE	Total number	Master's degrees	Maximum teaching load	FTE	Total number	Master's degrees	Maximum teaching load	FTE	Total number	Master's degrees	Maximum teaching load
Central College	11	18	14	16	11	20	15	15	12.5	17	17	16
Donnelly College	19	21	13	18	22	27	15	16	29	36	19	16
Hesston College	16.5	20	20	15	18	24	19	18	14.75	20	22	15
Miltonvale Wesleyan College	9	15	13	18	9	15	14	17	12.50	15	15	20
St. John's College	21	32	26	15	22	35	26	15	24	37	28	16
Total		106	86			121	89			125	101	

LIBRARY—1946-1947

	Annual appropriation	Total volumes
Central College	$400	7,609
College of Paola	....	7,775
Hesston College	580	5,550
Sacred Heart College	450	18,000
St. John's College	1,000	11,050
Tabor College	1,460	11,600

LIBRARY—1947-1948

	Annual appropriation	Volumes added	Total volumes
Central College	$300	85	7,543
College of Paola	985	436	8,211
Hesston College	650	....	5,940
Sacred Heart College	475	600	18,000
St. John's College	1,200	500	11,500
Tabor College	1,750	646	9,318

NOTE: The total volumes of 1946-1947 plus the volumes added this year do not equal the total volumes of 1947-1948. This may be due to discarded books. Volumes added was not included in the 1946-1947 report.

LIBRARY—1948-1949

	Annual appropriation	Volumes added	Total volumes
Central College	$300	82	7,539
College of Paola	767	331	8,542
Hesston College	1,565	655	6,500
Sacred Heart College	375	520	18,300
St. John's College	2,300	500	13,000
Tabor College	1,805	785	10,171

LIBRARY—1949-1950

	Annual appropriation	Volumes added	Total volumes
Central College	$300	167	7,572
College of Paola	680	136	8,197
Hesston College	1,516	574	6,556
Sacred Heart College	375	368	18,000
St. John's College	1,900	520	13,000
Tabor College	1,600	321	11,631

LIBRARY

	1950–1951			1951–1952		
	Annual appro-priation	Volumes added	Total volumes	Annual appro-priation	Volumes added	Total volumes
Central College	$450.00	73	8,048	$450.00	33	8,081
Donnelly College				765.00		4,280
Hesston College	4,935.00*	786	8,280*	5,127.00*	854	9,103*
Miltonvale Wesleyan College				1,400.00		3,136
Sacred Heart College	500.00	288	8,421	500.00	322	8,771
St. John's College	2,135.00	464	13,500	2,050.00	544	13,906
Tabor College	1,700.00	602	12,234	1,800.00	466	12,700
Ursuline College of Paola	600.00	485	8,510	600.00	665	9,091
Totals	$10,320.00	2,698	58,993	$12,692.00	2,884	69,068

	1952–1953			1953–1954		
	Annual appro-priation	Volumes added	Total volumes	Annual appro-priation	Volumes added	Total volumes
Central College	$1,900.00	289	8,174	$1,500.00	308	8,482
Donnelly College	800.00	175	4,676	800.00	200	4,840
Hesston College	7,014.00*	644	9,715*	1,365.00*	482	10,018*
Miltonvale Wesleyan College	870.00	668	3,749	2,500.00	778	4,500
Sacred Heart College	525.00	568	9,342	850.00	688	9,978
St. John's College	2,100.00	629	14,438	2,050.00	766	15,014
Tabor College	1,800.00	796	13,496	1,600.00	327	13,784
Ursuline College of Paola	600.00	451	9,381	625.00	388	9,663
Totals	$15,609.00	4,220	72,971	$11,290.00	3,937	76,279

* Includes both high school and junior college.

LIBRARY

	1954–1955			1955-56			1956-57		
	Annual appro-priation	Volumes added	Total volumes	Annual appro-priation	Volumes added	Total volumes	Annual appro-priation	Volumes added	Total volumes
Central College	$1,000	136	8,520	$550	115	8,636	$500	212	8,858
Donnelly College	900	260	5,080	950	231	5,294	970	714	5,956
Hesston College	1,325	....	10,655	1,335	903	11,317	1,335	639	11,938
Miltonvale Wesleyan College	1,000	425	4,925	1,000	514	5,439	1,000	....	5,593
Sacred Heart College	950	548	10,376	2,334	679	14,124	3,633	566	14,400
St. John's College	2,150	648	15,630	2,200	586	16,264	2,000	1,841	18,047
Tabor College	....	....	....	1,600	156	11,527	1,600	151	11,683
Ursuline College of Paola	1,600	278	11,371	725	485	10,538	875	454	10,769
Total	$8,925	2,295	66,287	$10,694	3,669	83,139	$11,913	4,577	87,244

	1957-58			1958-59			1959-60		
	Annual appro-priation	Volumes added	Total volumes	Annual appro-priation	Volumes added	Total volumes	Annual appro-priation	Volumes added	Total volumes
Central College	$500	172	8,997	$1,000	517	8,848	$1,000	254	8,971
Donnelly College	1,040	386	6,292	1,105	222	6,500	1,031	219	6,700
Hesston College	3,107	562	12,500	2,500	549	13,049	2,500	1,067	14,042
Miltonvale Wesleyan College	1,000	300	6,070	1,875	343	6,513	1,750	485	6,986
Sacred Heart College	3,658	854	16,606	3,349	851	17,327	....	....	....
St. John's College	3,400	457	18,504	3,400	1,012	19,356	3,400	1,356	21,236
Tabor College	1,600	388	12,163	....	....	....	....	....	....
Total	$14,305	3,119	81,132	$12,329	3,494	71,593	$9,681	3,381	57,935

LIBRARY

	1960–61			1961–62			1962–63		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Central College	$1,200	251	9,222	$1,500	515	9,307	$2,658	378	9,671
Donnelly College	1,080	391	7,091	1,230	419	7,924	1,305	452	8,717
Hesston College	2,202	605	14,437	2,407	380	14,711	3,557	360	15,066
Miltonvale Wesleyan College	....	82	7,443	1,500	664	8,045	1,000	546	8,116
St. John's College	3,515	1,475	22,594	6,200	1,525	24,119	6,300	1,222	24,972
Total	$7,997	2,804	60,787	$12,837	3,503	64,106	$14,820	2,958	66,542

	1963–64			1964–65			1965–66		
	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes	Annual appropriation	Volumes added	Total volumes
Central College	$3,300	132	9,803	$5,300	521	10,148	$2,150	333	8,976
Donnelly College	1,375	1,091	9,156	8,580	1,011	9,386	....	978	10,364
Hesston College	11,255	930	13,656	11,215	821	14,447	7,640	835	15,256
Miltonvale Wesleyan College	1,500	556	8,664	1,500	545	9,107	2,500	490	9,545
St. John's College	6,250	1,664	26,636	8,005	1,839	28,475	5,978	1,058	29,533
Total	$23,680	4,373	67,915	$34,600	4,737	58,563	$18,268	3,694	73,674

Appendix L

House Bill No. 893

As enacted by the Legislature

AN ACT establishing a uniform system of public community junior colleges; providing for the community junior college advisory council; prescribing certain powers and duties; prescribing certain powers of taxation; prescribing amounts of state financial aid for community junior colleges; making provision for elections in certain cases; amending K. S. A. 72-6518 to 72-6524, both inclusive, and repealing said existing sections.

Be it enacted by the Legislature of the State of Kansas:

SECTION 1. This act shall be known and may be cited as the "community junior college act."

SEC. 2. As used in this act, unless the context otherwise requires:

(*a*) The term "community junior college" means a public junior college established under the provisions of this act. The official name of such junior college shall be "the ______________ Community Junior College" and the blank shall be filled with the name of a city or county.

(*b*) The term "existing junior college" means a public junior college or high-school extension program that has heretofore been established and at the time of the passage of this act is offering a comprehensive program of junior college instruction including liberal arts courses transferable to accredited colleges or universities, or a public junior college the establishment of which has been approved by a county-wide election.

(*c*) The term "community junior college district" means the taxing district of a community junior college.

(*d*) The term "community junior college area" means an area of the state specified in the state plan as a community junior college area.

(*e*) The term "board of trustees" means the governing body of a community junior college.

(*f*) The term "state plan" means the designation of community junior college areas provided for in this act, and such plan may include other matters listed in sections 5, 6, 7, 8 and 9 of this act.

(*g*) The term "campus" means the location of all or part of the buildings and facilities of a community junior college.

(*h*) The term "advisory council" means the eleven-member community junior college advisory council" provided for by this act.

(*i*) The term "state authority" and "state superintendent" mean the state superintendent of public instruction.

(*j*) The term "department of education" means the department of, and which is administered by and under the direction of, the state superintendent of public instruction.

(*k*) The term "community junior college division" means the subdepartment of the department of education performing the staff duty of state supervision of community junior colleges.

(*l*) The term "state board" means the state board of education.

(*m*) The term "director" means the person appointed by the state authority to be responsible for staff duties of the division of community junior colleges.

(*n*) The term "unified district" means a unified district as defined in K. S. A. 72-6735 (7).

(*o*) The term "student tuition" means the charge made to and paid by students for the privilege of attending a community junior college and participation in the institutional program.

(*p*) The term "out-district tuition" means a charge which is made to and paid by the county of residence of any student attending a community junior college whose residence is in Kansas and outside the community junior college district.

(*q*) The term "out-district tuition tax" means a tax levied to pay "out-district tuition."

(*r*) The term "chief school administration" means the superintendent of schools when the community junior colleges operates as an integral part of the local school system, or president or one so appointed by the board of trustees when the junior college operates as a separate junior college district.

SEC. 3. There is hereby established the advisory council of community junior colleges which shall be composed of eleven (11) members who shall be appointed by the governor with qualifications and terms as hereinafter provided. Within thirty (30) days after the effective date of this act, the governor shall appoint members of the advisory council as follows:

(*a*) One member of the board of regents nominated by the board of regents for a term concurrent with his term as member of the board of regents;

(*b*) one member of the state board nominated by the state board for a term concurrent with his term as member of the state board;

(*c*) one chief administrator of an existing junior college or a community junior college for a term concurrent with his term as such chief administrator but not exceeding four (4) years;

(*d*) one member of a board of trustees of a community junior college for a term concurrent with his term on such board of trustees not to exceed four (4) years;

(*e*) a representative of private colleges nominated by the Kansas association of private colleges for a term not to exceed four (4) years;

(*f*) a representative of the secondary schools for a term not to exceed four (4) years;

(*g*) a president of one of the state colleges for a term not to exceed four (4) years;

(*h*) four (4) persons selected by the governor who are representative of labor, business and industry, agriculture, and the professions, two (2) of whom shall be appointed for terms of two years and two (2) of whom shall be appointed for terms of four years.

As vacancies occur or terms expire for (*a*), (*b*), (*c*), (*d*), (*e*), (*f*) and (*g*), new appointments shall be made as for the original appointments, but subsequent appointments under (*h*) above shall be for four-year terms in all cases.

The state authority and the director of vocational education shall be notified of all meetings of the advisory council and may attend the same but shall not be voting members thereof.

Members of the advisory council shall receive no compensation, but shall be paid their actual and necessary expenses in performance of their duties under this act.

SEC. 4. The advisory council shall hold two regular meetings each year, the first meeting following passage of this act to be at a time and place designated by the governor in a call which shall be issued by him within thirty (30) days after appointment of a quorum of the advisory council. At its first meeting the council shall elect a chairman and vice-chairman. The director shall serve as secretary of the advisory council but he shall not be a voting member thereof. Meetings of the advisory council may be called by the state superintendent or by the chairman and one member of the advisory council or by any four (4) members of the advisory council. All meetings of the advisory council shall be held in the city of Topeka or at such place as shall be determined by the advisory council.

SEC. 5. After the effective date of this act, the state authority shall develop, issue and from time to time amend or revise a state plan in the manner provided in this act. The state superintendent of public instruction shall independently prepare the budget of the division of junior colleges in the manner provided by law.

SEC. 6. The state department of education shall prepare, as soon as is practicable, a tentative state plan which shall be presented to the first meeting of the advisory council. The state plan shall take due account of:

(*a*) Institutions and facilities within the state, both public and private, to which the state or any of its subdivisions may be entitled to send students for education;

(*b*) present and projected needs of the state for expansion or alteration of existing institutions and for additional institutions;

(*c*) cultural, social, economic and school attendance practices;

(*d*) the need to provide at least two (2) years of post high-school education within reasonable commuting distance of all high-school graduates in the state.

SEC. 7. The state plan shall include the following: (*a*) Not to exceed twenty-two (22) community junior college areas;

(*b*) standards, criteria and policies governing the approval, establishment, operation, development and accreditation of community junior colleges, the same not to be inconsistent with this act;

(*c*) recommendations to the legislature for the future development of the community junior colleges;

(*d*) the state plan shall be developed to provide for the offering of courses in the community junior colleges at a level not higher than those courses normally offered to freshmen and sophomores at four-year colleges and universities.

SEC. 8. (*a*) Any one or more interested school districts may make a preparatory study of the need and feasibility of establishing a community junior college in its or their community junior college area. The state department of education may provide professional advice and technical assistance in the study. Such study shall include evidence and analysis of each of the following:

(1) The present concentration of population and population trends and projections within the community junior college area;

(2) total school enrollment in grades one (1) through twelve (12) and in grades nine (9) through twelve (12) in such area;

(3) the number of high-school graduates during the preceding ten-year period in such area, and a classification of them by their post high-school educational experience;

(4) types and capacities of educational facilities beyond the high-school level present in such area;

(5) educational services needed within such area;

(6) ability of such area to contribute to the financial support of a community junior college;

(7) such other data as the state superintendent may by rule and regulation or otherwise require.

(*b*) The preparatory study shall include recommendations concerning the establishment of the community junior college and programs of instruction which would be most appropriate for such area at the time of establishment of the college. The preparatory study may include recommendations for member district method of election.

(*c*) After due consideration of the preparatory study, the governing bodies of any one or more school districts in such area may file a petition in writing with the state authority that the establishment of a community junior college be approved. Such petition shall be accompanied by a certified copy of the resolution of the petitioning board or boards authorizing the request; a copy of the preparatory study; a statement in such form and detail as the state authority may require setting forth a plan of financing and the student potential for the proposed community junior college; and any other information which may assist in explaining or supporting the request.

SEC. 9. Every community junior college shall meet the following standards: (*a*) At least all of the territory of the petitioning district or districts or all of one county shall be included in the proposed community junior college district.

(*b*) Any contiguous compact territory in the community junior college area in which the petitioning districts are located may be included in the proposed community junior college district.

(*c*) The proposed community junior college district shall have taxable property valuation in an amount not less than twenty million dollars ($20,000,000): *Provided,* Any community junior college the campus of which is located in a county having a taxable property valuation of less than twenty million dollars ($20,000,000) and if the same contains the territory of an existing junior college shall only be required to include all of such county.

(*d*) The community junior college shall have a potential student attendance volume within commuting distance in the area of at least nine hundred (900) students enrolled in grades nine (9) to twelve (12) inclusive, in the opinion of school officials of the petitioning district or districts and in the opinion of the state superintendent. The advisory council shall state its opinion of the student potential in the proposed district in making its recommendation to the state superintendent.

(*e*) The overall intention of the legislature as expressed in this act shall be controlling in the interpretation of the requirements for approval of community junior colleges.

SEC. 10. (*a*) Upon receiving any petition under section 8, the same shall be submitted to the advisory council for its advice and recommendations, which together with the petition shall be presented to the state authority who, after considering the same, may approve the establishment of the community junior college as proposed in the request, subject to the approval thereof by electors of the proposed community junior college district as provided in subsection (*f*) of this section. In no event shall the state authority give approval unless he finds that the establishment and operation of the proposed community junior college would be consistent with the state plan as then in force, or unless the state authority finds that special circumstances warrant an exception from the state plan and details reasons therefor. Such finding and the reasons of the state authority in support thereof shall constitute an amendment of the state plan.

(*b*) Unless the writing by which the state authority communicates approval specifically states otherwise, such approval of the request shall be in the terms contained in such request. The state authority may condition approval upon the modification of the plan for the proposed community junior college, or upon modification of the plan of financing.

(*c*) No community junior college shall be established pursuant to this or any other act, nor shall any community junior college be entitled to or receive state aid unless its establishment has been approved as provided in this section.

(*d*) Any existing junior college or colleges may petition the state authority to become a community junior college and thereupon shall be deemed to have been approved pursuant to this section. Such deemed approval shall be available for a period of two (2) years from the effective date of this act. Thereafter initial approval pursuant to this act shall require an affirmative determination by the state superintendent that the existing junior college meets the requirements of the state plan and the standards for accreditation provided by law. In any case to which this subsection (*d*) applies no preparatory study shall be required. The state superintendent shall not withhold approval from any junior college to which this subsection (*d*) applies, except any petition of an existing junior college requesting approval of member district method of election: *Provided,* If the state superintendent finds that member district method of election is suitable to carry out the provisions of this act he shall divide the district to meet the requirements of section 33 of this act and after such districts are established, approval shall not be withheld.

(*e*) In the case of any community junior college which is deemed approved under subsection (*d*), the territory of the community junior college district shall be the greater in size of the following: (1) The territory of the existing community junior college or colleges of which it is comprised, or (2) if the existing junior college is supported by more than one taxing district or territory, the larger of such taxing districts or territory shall comprise the taxing district of the junior college district, or (3) if the existing junior college is operated by the board of a school district for which an order has been issued establishing a unified district which includes the territory of such school district, then the territory of the unified district shall be the territory of the community junior college unless either subparagraph (1) or subparagraph (2) of this subsection is a larger territory: *Provided,* If under the rules of this subsection the territory of any community junior college would overlap the territory of another community junior college or an existing junior college then a lesser territory under the alternatives of this subsection which govern the size of the territory of the community junior college shall be applied to determine the size of the community junior college.

(*f*) Except as otherwise provided in this act upon approval of the state superintendent of any community junior college petition, the state superintendent shall order that an election for the approval thereof shall be held and conducted in the territory comprising the proposed community junior college and shall specify the date of such election. Such order shall specify what officer or officers shall conduct said election; or in lieu thereof the state superintendent may order that the officers charged with conducting general elections in the territory of the proposed district shall conduct the election for approval herein provided. The expenses of such election shall be paid by the county or counties in which territory of the proposed community junior college is located proportionately to the amount of territory in such counties. Election laws applying to elections for approval of a special question shall apply insofar as the same may be made applicable. The question submitted shall be: "Shall the proposed ______________ community junior college be approved?", and the blank shall be filled with the name of such proposed community junior college as approved by the state superintendent.

SEC. 11. Territory may be added to any community junior college district which has been established under this act either by deemed approval or by election approval by one of the following methods:

(*a*) The board of education of any unified district a part of which is in the community junior college district or which touches and adjoins a community junior college district may petition the state superintendent for attachment of the territory of such unified district to the community junior college district for junior college purposes. Upon receiving any petition under this subsection, the same shall be submitted to the advisory council for its advice and recommendations which, together with the petition, shall be presented to the state authority. After considering the petition the state authority may approve such attachment, if the advisory council has so recommended. If the advisory council has not so recommended the state authority shall so inform the board of trustees of the community junior college involved and may request its recommendation as to such attachment. If such request is made and if such board of trustees recommends such attachment the same may be approved by the state authority. Upon granting any approval for attachment of territory the state authority shall so inform the board of trustees, and thereupon the board of trustees shall conduct an election for approval for such attachment in the area petitioned for attachment. Such election shall be conducted in accordance with the procedure for approval for establishment of a community junior college as specified in this act. The question submitted shall be: "Shall the proposed attachment of territory to the ______________ community junior college district be approved?", and the blank shall be filled by the name of the community junior college. The expenses of the election shall be paid by the community junior college. In the event that such attachment is so approved by such election the state superintendent shall issue an order attaching the same to the community junior college district. The provision of subsection (*b*) of section 9 shall also apply to this subsection.

(*b*) Any board of trustees may petition the state authority for the attachment of any adjoining territory to the community junior college district. Such petition shall be processed as in subsection (*a*) of this section, except that in the event of disapproval by the advisory council the state authority shall so inform the board of trustees and in such case such attachment shall not be made. If the advisory council approves such petition, the state authority may authorize the board of trustees to conduct an election for approval of such attachment in the area petitioned for attachment. No attachment of territory shall be made under this subsection (*b*) unless such attachment has been approved by a majority of those voting in the territory to be attached. Such election shall be conducted in accordance with the procedure for approval of the establishment of community junior colleges as specified in this act. The question submitted shall be: "Shall the proposed attachment of territory to the ______________ community junior college district be approved?", and the blank shall be filled with the name of the community junior college. In the event that such attachment is so approved by such election the state superintendent shall issue an order attaching the same to the community junior college district. The expenses of the election shall be paid by the community junior college.

(*c*) Any board of trustees of a community junior college, the district of which is less in area than the county in which it is located, may submit a special question at a general election or at a special election called for the purpose for approval of a proposition to extend the boundaries of the community junior college district to the boundary of the county or lesser area within the county. If a majority of the electors voting on the proposition in the area of the community junior college district as proposed to be changed shall favor the enlargement of such community junior college district the same shall be so enlarged. If a special election is called the same shall be held in the manner provided by law for holding general elections insofar as the same is applicable. The expense of any such election shall be paid by the board of trustees of the community junior college. The question submitted shall be: "Shall the proposed enlargement of the ____________ community junior college district be approved?", and the blank shall be filled with the name of the community junior college.

(*d*) No territory shall be attached to any community junior college district within one hundred and twenty (120) days prior to the regular general election of members of the board of trustees.

(*e*) In the event that the community junior college attaching territory under subsection (*a*), (*b*) or (*c*) of this section has member district method of election, no approval thereof shall be given by the state superintendent and no proposition for approval thereof shall be submitted to any election until new proposed member districts for the community junior college territory as the same will exist after the addition of territory have been established by the state authority.

SEC. 12. At any time after two (2) years after the effective date of this act, if the state authority finds that a community junior college previously approved or deemed approval has failed to comply with the provisions of this act or with any provision of a rule or regulation adopted pursuant to this act, or fails to meet the standards contained in this act, the state authority shall so advise the board of trustees thereof. If after twelve (12) calendar months after any such notification such board of trustees has failed to correct the deficiency noted, the state authority shall withdraw approval of the community junior college and it shall not be entitled to state aid during the continuance of any such period of withdrawal. Any action of the state authority in granting, denying or withdrawing approval of a community junior college shall be subject to review by the legislature.

SEC. 13. (*a*) The governing board of a community junior college shall be a board of trustees composed of six (6) members who shall be elected at large from the territory of the community junior college district or by member district elections as provided in section 33 of this act. In those cases listed in subsection (*b*) of this section the first board of trustees of the community junior college shall not be elected (except that if member district method of election is approved, subsection (*b*) shall not apply to such community junior college district and a new board of trustees shall be elected from the member districts) but shall be comprised of the persons specified in said subsection (*b*). Every member of the board of trustees shall be an elector of the community junior college district. No employee of the community junior college shall be a member of the board of trustees. The members of the first board of trustees shall be elected at a special election called for the purpose by the state authority who shall also designate the officer who shall conduct such election. The three candidates receiving the largest number of votes shall be elected as members to serve for terms commencing upon being elected and ending two (2) years after the July 1 after the next general school election, and the three (3) candidates receiving the next largest number of votes shall be elected as members to serve for terms commencing upon being elected and ending on the July 1 after the next general school election. Thereafter three (3) members of the board of trustees shall be elected on the first Tuesday in April in each odd-numbered year in a general school election which shall be conducted by the officers or boards conducting unified district elections and laws applying to such elections shall be applicable to elections held under this section to the extent that the same are not in conflict herewith. All electors in the community junior college district may vote in such election.

(*b*) The first board of trustees of any community junior college which is deemed approved under subsection (*d*) of section 10 shall be constituted as follows: (1) Where the boundaries of the community junior college district are the same as the boundaries of one school district, the governing body of such school district shall be the board of trustees of the community junior college, and the board of trustees shall continue to be the same persons as the governing body of such school district so long as the territory of the community junior college district and the territory of such school district remain substantially coterminous.

(2) Where the members of the governing body of any existing junior college have been elected all or partly on a county-wide basis the first board of trustees of the community junior college shall be the same persons holding office as the governing body of such existing junior college, and at the first general school election after establishment of the community junior college three (3) members of the board of trustees shall be elected to replace the three (3) members of the board of trustees having the shortest terms unexpired, and three (3) members of the board of trustees shall be elected at the general school election in each odd-numbered year thereafter. Terms of all members of the board of trustees elected under this section shall commence on July 1 after election.

(3) In the event that the existing junior college has been established since April 1, 1965, the first board of trustees shall be elected as provided in subsection (2) of this section.

(4) Where the governing body of the existing junior college is the governing body of a school district smaller in size than the community junior college district, the governing body of such school district shall be the governing body of the community junior college district temporarily and until such time as the state superintendent provides for a special election to elect a new board of trustees in the manner provided in subsection (*a*) of this section, and in the event that the state superintendent is of the opinion that the next regular school election is appropriate for the first election of the board of trustees' members of the community junior college district, he may so order and in such case six (6) members of the board of trustees shall be elected at the next regular school election with the three (3) candidates receiving the largest number of votes serving four (4) year terms and the three (3) candidates with the next highest number of votes to serve two (2) year terms.

Thereafter every two (2) years three (3) members of the board of trustees shall be elected at the regular school election as provided in subsection (*a*) of this section.

SEC. 14. (*a*) The board of trustees, in accordance with the provisions of this act and the rules and regulations of the state superintendent, shall have custody of and be responsible for the property of the community junior college and shall be responsible for the management and control of said college. The board of trustees shall hold at least one regular meeting each month at a time prescribed by the board. The board shall make an annual report in the manner prescribed by the state superintendent.

(*b*) For the effectuation of the purposes of this act, the board of trustees in addition to such other powers expressly granted to it by this act and subject to the rules and regulations of the state superintendent is hereby granted the following powers:

(1) To select its own chairman and such other officers as it may deem desirable, from among its own membership. The secretary may be chief administrative officer of the college.

(2) To sue and be sued.

(3) To determine the educational program of the college subject to prior approval thereof as provided in this act and to grant certificates of completion of courses or curriculum.

(4) To appoint and fix the compensation and term of office of a president or chief administrative officer of the college.

(5) To appoint upon nomination of the president or the chief administrative officer members of the administrative and teaching staffs, to fix and determine within state adopted standards their specifications, define their duties, and to fix their compensation and terms of employment: *Provided*, That no junior college teacher shall be required to meet certification requirements greater than those required in the colleges and universities supervised by the state board of regents.

(6) Upon recommendation of the chief administrative officer, to appoint or employ such other officers of the college, agents and employees as may be required to carry out the provisions of this act and to fix and determine within state adopted standards their qualifications, duties, compensation, terms of office or employment and all other items and conditions of employment.

(7) To enter into contracts.

(8) To accept from any government or governmental agency, or from any other public or private body, or from any other source, grants or contributions of money or property which the board may use for or in aid of any of its purposes.

(9) To acquire by gift, purchase, condemnation or otherwise, own, lease, use and operate property, whether real, personal, or mixed, or any interest therein, which is necessary or desirable for the community junior college purposes.

(10) To determine that any property owned by the college is no longer necessary for college purposes and to dispose of the same in such manner and upon such terms and conditions as provided by law.

(11) To exercise the rights of eminent domain, pursuant to chapter 26 of the Kansas Statutes Annotated.

(12) To make and promulgate such rules and regulations, not inconsistent with the provisions of this act or with the rules and regulations of the state superintendent, that are necessary and proper for the administration and operation of the college, and for the conduct of the business of the board.

(13) To exercise all other powers not inconsistent with the provisions of this act or with the rules and regulations of the state superintendent which may be reasonably necessary or incidental to the establishment, maintenance and operation of a community junior college.

(14) To appoint a member to fill any vacancy on the board of trustees for the balance of the unexpired term.

(15) The board of trustees of such community junior college may purchase, equip and construct such buildings and installations as may be necessary for the purposes of this act. To pay the cost of land, buildings and equipment of such community junior college, the board of trustees is authorized to issue and sell general obligation bonds, the cumulative total not to exceed the following amounts: Where the community junior college district has a taxable tangible valuation of less than ninety million dollars ($90,000,000) or is located in a county designated as urban under the provisions of K. S. A. 19-3524, not to exceed five percent (5%) of the taxable tangible property of the community junior college district, and where the community junior college district has a taxable tangible valuation of more than ninety million dollars ($90,000,000) not to exceed three percent (3%) except as provided above for any community junior college district located in a county designated as urban under the provisions of K. S. A. 19-3524, of the taxable tangible property of the community junior college district. If any increase in the valuation of a community junior college district results in an outstanding bonded indebtedness in excess of that provided in this subparagraph, such increase shall not constitute a violation of this subparagraph. No such bonds shall be issued until the quetsion of their issuance shall have been submitted to a vote of the electors of the community junior college district at a regular election or at a special election called for that purpose and the majority of the electors voting on the proposition in such community junior college district shall have voted in favor of the issuance of said bonds. Such election shall be called, noticed and held and the bonds issued, sold, delivered and retired in ac-

cordance with the provisions of the general bond law except as herein otherwise expressly provided.

SEC. 15. The board of trustees is authorized to levy a tax on the taxable property of the community junior college district not to exceed the following amounts: The board of trustees of any community junior college district having a taxable tangible valuation of less than sixty million dollars ($60,000,000) may levy not to exceed five (5) mills. The board of trustees of any community junior college district having a taxable tangible valuation of more than sixty million dollars ($60,000,000) may levy not to exceed three (3) mills. Any such tax levy shall be made for all community junior college maintenance and operation purposes: *Provided,* In any county in which there is located more than one existing junior college, the board of trustees of any community junior college, which includes the territory of either of such existing junior colleges, may levy not to exceed seven (7) mills for such purposes. The amount of such tax levy shall be determined by the board of trustees to be sufficient to finance that part of the budget of the community junior college district which is not financed by either (*a*) anticipated state aid of any type, (*b*) anticipated student tuition, or (*c*) anticipated out-district tuition, or (*d*) anticipated federal aid of any type. The budget of the community junior college district shall be prepared and adopted as provided by law, and the tax levy therefor shall be certified to the county clerk of every county a part of the territory of which is in the community junior college district.

SEC. 16. (*a*) The board of trustees shall charge to and collect from each student tuition at one rate per credit hour enrolled and which shall be uniform in all community junior colleges for the purpose of computation of state aid under the provisions of this act, and which shall be established by the state authority at an amount not less than two dollars ($2) per credit hour and not more than five dollars ($5) per credit hour. The board of trustees may charge to and collect from each student tuition at a rate greater than the uniform rate established by the state authority but not exceeding seven dollars ($7) per credit hour.

(*b*) The board of trustees, in accordance with rules and regulations of the state superintendent of public instruction, shall determine and collect an amount of out-district tuition to be charged for each student attending the community junior college whose residence is outside of the community junior college district. The board of county commissioners of any county charged with payment of out-district tuition shall levy an out-district tuition tax on all of the taxable property of the county sufficient to pay all out-district tuition charges authorized by this act. Out-district tuition tax shall be placed in the county general fund. Upon receiving a statement of charges for out-district tuition the board of county commissioners shall allow and pay the same promptly from the general fund of the county except out-district tuition shall not be paid for any student resident in a community junior college district except on prior approval of the chief school administrator of the community junior college district of which the student is a resident. The total out-district tuition charged by a community junior college district shall be a sum equivalent to the number of full-time equivalent out-district students times the average maintenance and operating costs per full-time student of the community junior college less the tuition paid by the students and less state aid for the student and less anticipated federal aid. The board of trustees may use the actual figures of the preceding year of operation, if any, in determining tuition.

(*c*) The levy made by the board of county commissioners of any county of out-district tuition tax under authority and direction of this act shall not be within or subject to the aggregate tax levy limit prescribed by K. S. A. 79-1947 or any amendments thereto, and notwithstanding the requirement that such tax is placed in the county general fund and moneys from the general fund of the county are used to pay out-district tuition, the authority of such county to levy taxes under K. S. A. 79-1947 shall not be affected and the board of county commissioners shall be exempt from the budget law to the extent of such payments.

(*d*) Out of state and foreign students shall be charged tuition in an amount estimated by the board of trustees under rules and regulations of the state superintendent. Such tuition shall be equal to student tuition plus out-district tuition plus average state aid per student, but not to exceed a total tuition per student charged out of state and foreign students at state colleges and universities.

SEC. 17. Existing K. S. A. 72-6518 is hereby amended to read as follows: 72-6518.

(*a*) "Credit hour" shall mean one hour's instruction per week for eighteen (18) weeks or its equivalent in a given subject or course which is part of the course of study approved by the state superintendent, but shall not include any subject or course taken by a student enrolled for audit or any subject or course not approved by the state superintendent, nor any subject or course taken by a student having more than sixty-four (64) college credit hours from any institution of higher learning approved by the state superintendent.

(*b*) "School year" shall include the two (2) semesters beginning in August or September of any year and ending in May or June of the following year and any summer session held immediately following which is approved by the state superintendent.

SEC. 18. Existing K. S. A. 72-6519 is hereby amended to read as follows: 72-6519. There is hereby created in the state treasury a fund which shall be known as the community junior college fund to be made up of all moneys credited or appropriated to it as authorized by law.

SEC. 19. Existing K. S. A. 72-6520 is hereby amended to read as follows: 72-6520. The basis for distribution of the community junior college fund shall be three dollars ($3) for each credit hour of each duly enrolled student who was a bona fide resident of the state of Kansas during the current school term. The determination of credit hours of duly enrolled students shall be made at the end of the fifth week of the regular spring and fall semesters and at the end of the equivalent period for the summer session.

SEC. 20. Existing K. S. A. 72-6521 is hereby amended to read as follows: 72-6521. On or before November 1 and on or before March 1 of each year, beginning November 1, 1965, the chief administrative officer of each district maintaining a community junior college shall certify under oath to the state superintendent the total number of duly enrolled credit hours of students of the community junior college during the current school term who meet the state residence requirement. Each November 1 certification for payment shall set forth separately the credit hour enrollment for the preceding summer session and for the current fall term. The state superintendent may require the community junior college to furnish any additional information deemed necessary by him to carry out the provisions of this act, and shall prescribed such forms, to be approved by the attorney general, as may be necessary for making such reports.

SEC. 21. Existing K. S. A. 72-6522 is hereby amended to read as follows: 72-6522. From the reports and information so submitted and other information available to him, the state superintendent shall determine the amount the community junior college is entitled to receive as provided in section 19 of this act.

If the amount in the community junior college fund shall be insufficient to pay in full the amount each community junior college is entitled to receive therefrom, then the amount in said fund shall be prorated among all community junior colleges in proportion to the amount each is entitled to receive. The state superintendent may audit the records of any community junior college applying for participation in the distribution of the community junior college fund, to verify the accuracy of the reports submitted by such community junior college. The state superintendent may promulgate rules and regulations governing the administration of this act.

In the event that any community junior college is paid more than it is entitled to receive under any distribution made under this act, the state superintendent shall notify such community junior college of the amount of such overpayment and said community junior college shall remit the same to the state superintendent and he shall deposit the same in the state treasury to the credit of the community junior college fund, and if any such community junior college fails so to remit, the state superintendent shall deduct the excess amount so paid from future payments becoming due to such community junior college.

Sec. 22. Existing K. S. A. 72-6523 is hereby amended to read as follows: 72-6523. The distribution of the community junior college fund shall be made on December 1 and April 1 of each year, commencing December 1, 1965, or as soon thereafter as is possible. The state superintendent shall, on or before November 25 and March 25 of each year, certify to the controller of the state department of administration, the amount due to each community junior college from the community junior college fund on the first day of December or April, as the case may be, and said controller shall draw his warrant upon the treasurer of state in favor of said community junior college for such amount. Upon receipt of such warrant the treasurer of the district maintaining such community junior college shall credit the same to the general fund of the district operating the community junior college.

Sec. 23. Existing K. S. A. 72-6524 is hereby amended to read as follows: 72-6524. The provisions of this act shall apply only to community junior colleges accredited by the state superintendent whose collegiate credit curriculums are limited to a program of not more than two (2) years.

Sec. 24. The state superintendent shall audit every community junior college budget and delete therefrom any sums which, in his opinion, are not appropriate for community junior college operating expense, and any amount so deleted shall be deducted from the budget of such community junior college in determining its entitlement to state aid. Such a deletion as is authorized by this subsection shall not affect the amount of tax to be levied for the community junior college district, nor the amount of tuition to be charged.

Sec. 25. There is hereby created in the state treasury a fund which shall be known as the community junior college matching fund to be made up of all moneys credited or apportioned to it as authorized by law.

Sec. 26. The basis for distribution of the community junior college matching fund shall be one dollar ($1) for each one dollar ($1) of student tuition collected by the community junior college. The determination of the amount of student tuition collected by each community junior college shall be made at the end of the fifth week of the regular spring and fall semesters and at the end of the equivalent period for the summer session.

SEC. 27. On or before November 1 and on or before March 1 of each year, beginning November 1, 1965, the chief administrative officer of each community junior college shall certify under oath to the state superintendent the total amount of student tuition collected for the current school term and for the summer term immediately preceding the current term, if any. The state superintendent shall prescribe such forms, to be approved by the attorney general, as may be necessary for making reports required by this section.

SEC. 28. From the reports and information so submitted and other information available to him, the state superintendent shall determine the amount the community junior college is entitled to receive as provided in section 26 of this act.

If the amount in the community junior college matching fund shall be insufficient to pay in full the amount each community junior college is entitled to receive therefrom, then the amount in said fund shall be prorated among all community junior colleges in proportion to the amount each is entitled to receive. The state superintendent may audit the records of any community junior college applying for participation in the distribution of the community junior college matching fund, to verify the accuracy of the reports submitted by such community junior college. In the event that any community junior college is paid more than it is entitled to receive under any distribution made under this act, the state superintendent shall notify such community junior college of the amount of such overpayment and said community junior college shall remit the same to the state superintendent and he shall deposit the same in the state treasury to the credit of the community junior college matching fund, and if any such community junior college fails so to remit, the state superintendent shall deduct the excess amount so paid from future payments becoming due to such community junior college.

SEC. 29. The distribution of the community junior college matching fund shall be made on December 1 and April 1 of each year, commencing December 1, 1965, or as soon thereafter as is possible. The state superintendent shall, on or before November 25 and March 25 of each year, certify to the controller of the state department of administration, the amount due to each community junior college from the community junior college matching fund on the first day of December or April, as the case may be, and said controller shall draw his warrant upon the treasurer of state in favor of said community junior college for such amount. Upon receipt of such warrant the treasurer of the district maintaining such community junior college shall credit the same to the general fund of the district operating the community junior college.

SEC. 30. Upon the establishment of any community junior college either by petition and deemed approval or approval by election under the provisions of this act, the governing body of the existing junior college which has been maintaining the high-school extension course or junior college may sell, lease, donate, transfer and/or convey to the board of trustees of the community junior college all or any part of the equipment and other personal property or real property used in the operation and maintenance of said high-school extension course or junior college. All of the funds, on hand and to be collected from the proceeds of levies for the maintenance of said existing junior college, shall also be paid to the board of trustees of said community junior college and shall be credited by the county treasurer to said board of trustees. The budget or budgets adopted for any existing junior college for operation and maintenance shall become the budget or budgets of the board of trustees of the community junior college for the period of time for which such budget or budgets were originally adopted, and if the tax levy necessary to finance any such budget or budgets has not been made at the time such community junior college is established, such tax levy shall be made for the benefit of said community junior college in like manner as though the existing junior college had continued to operate as a high-school extension course or junior college. All legal contracts which had been entered into for the existing junior college for creation and maintenance of its high-school extension course or junior college and all estates, scholarships and other moneys now held or to accrue to the governing body of any school district for any existing junior college shall become the legal contracts and moneys and properties of the community junior college to the same extent as if the same had been originally entered into by the board of trustees of such community junior college.

SEC. 31. All employees of the community junior college who may have been employed by a board of education and who were included in a retirement system of such board shall retain all rights, privileges and obligations of such membership so long as they continue as employees of the community junior college. All provisions of law governing such retirement system, including contributions and benefits, shall continue to apply except that the community junior college shall annually pay to the retirement system an amount equal to that which would have been paid on behalf of said employees had they remained in the employ of such board of education: *Provided,* Personnel employed by the board of trustees of a district or county community junior college shall come under the provisions of the Kansas school retirement law as set forth in K. S. A. 72-5501 to 72-5532, both inclusive.

SEC. 32. In the event any district has been paid more than it was entitled to receive under any distribution made from the junior college finance fund, the state superintendent shall notify the district of the amount of such overpayment and said district shall remit the same to the state superintendent, who shall deposit the same in the state treasury to the credit of the community junior college fund created by this act, and if any such district fails so to remit, the state superintendent shall deduct the excess amount so paid from payments becoming due to such district under this act. The state controller is hereby authorized and directed to transfer all balances at the close of business on June 30, 1965, in the junior college finance fund to the community junior college fund created by this act. Upon making such transfers, the state controller shall notify the state treasurer and the state superintendent of such transfers, and said officers shall make the proper entries in the records of their respective offices showing such transfer.

Sec. 33. Upon request of any governing body of any existing junior college under section 10 (*a*) or (*d*) requesting member district method of election, the state authority may approve the same if he finds that such method of election is the most suitable method of election to carry out the intent of this act for the particular community junior college petitioned for. The state authority shall establish the member districts requested in such petition and shall make certain that such districts are compact and contiguous and contain the same population as nearly as may be.

In the event that the member district method of election is approved for any community junior college the state authority shall divide the entire territory of the community junior college district into six (6) designated geographic subdivisions to be known as member districts, each of which member districts shall be represented on the board by one (1) member who shall be a resident of such member district and who shall be elected by the vote of the electors in his member district.

In the event that member district method of election is approved for any community junior college a new board of trustees shall be elected from the member districts in every case and no holdover members shall occupy any position on the board of trustees of the community junior college.

Sec. 34. If any clause, paragraph, subsection or section of this act shall be held invalid or unconstitutional it shall be conclusively presumed that the legislature would have enacted the remainder of this act without such invalid or unconstitutional clause, paragraph, subsection or section.

Sec. 35. Existing K. S. A. 72-6518 to 72-6524, both inclusive, are hereby repealed.

Sec. 36. This act shall take effect and be in force on April 30, 1965, and after its publication in the official state paper.

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